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ABSTRACT

This report reviews college services at Glendale Community College (CA) during the 1997-1998 academic year. By spring semester in 1998, Glendale Community College was serving about 1,000 students more than it had the prior year in the credit program. This report reflects the increase in usage of student support services. Information related to goals and accomplishments is provided for several areas within the college: (1) admissions and records; (2) college services; (3) disabled students programs and services; (4) extended opportunity program and services; (5) financial aid; (6) health center; (7) learning center; and (8) library. The accomplishments of numerous student activities and student services offices also are presented. Activities include alumni association, athletics, bookstore, scholarship program, student activities office, service learning center, Ready to Read, and Associated Students of Glendale Community College; services include academic counseling, adult re-entry program, career center, international students, job placement center, matriculation, and transfer center. Charts and listings of goals are provided in most of the sections. (AS)

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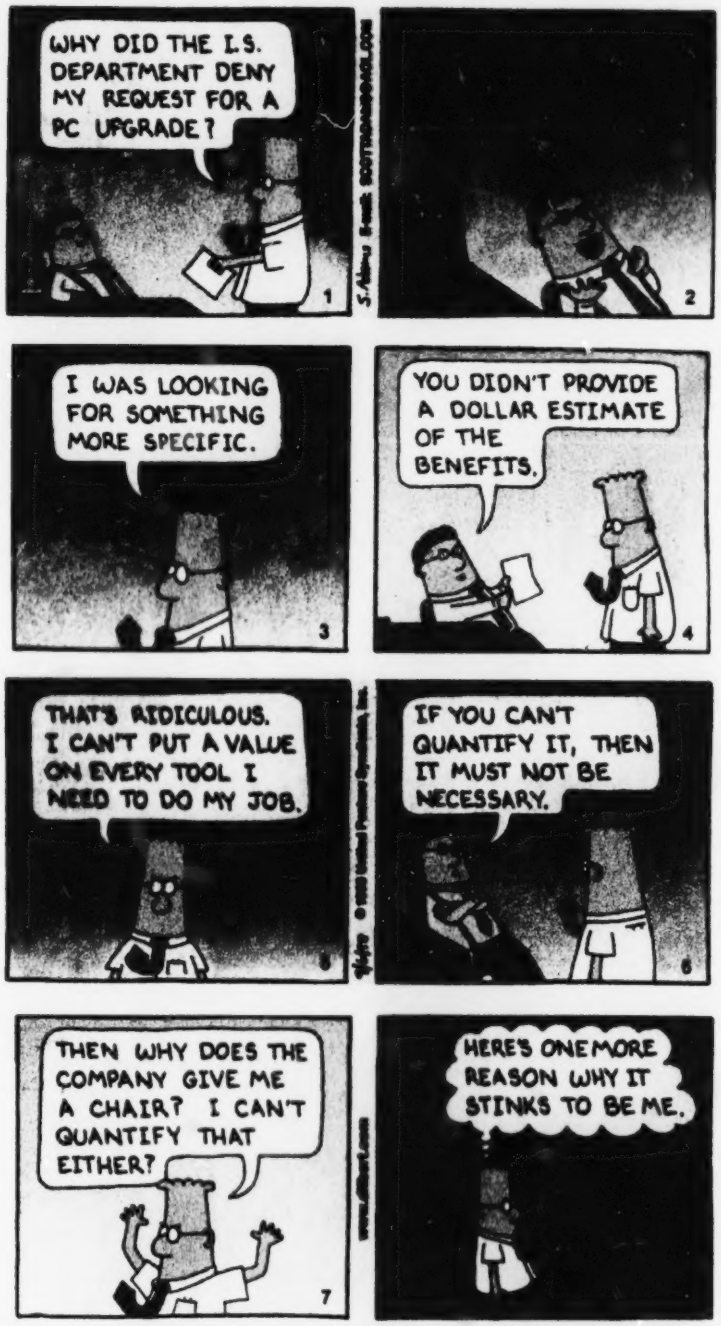
ED 426 747

GLENDALE COMMUNITY COLLEGE

COLLEGE SERVICES

ANNUAL REPORT


WHY DID THE I.S. DEPARTMENT DENY MY REQUEST FOR A PC UPGRADE?
1
2
I WAS LOOKING FOR SOMETHING MORE SPECIFIC.
3
YOU DIDN'T PROVIDE A DOLLAR ESTIMATE OF THE BENEFITS.
4
THAT'S RIDICULOUS. I CAN'T PUT A VALUE ON EVERY TOOL I NEED TO DO MY JOB.
5
IF YOU CAN'T QUANTIFY IT, THEN IT MUST NOT BE NECESSARY.
6
THEN WHY DOES THE COMPANY GIVE ME A CHAIR? I CAN'T QUANTIFY THAT EITHER?
7
HERE'S ONE MORE REASON WHY IT STINKS TO BE ME.

JC 990 080

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Foreword

Almost everything done in College Services is in some way tied to efforts at successful recruitment and enrollment into classes; or efforts at keeping students in classes through completion of the semester in the short term, and goal completion in the long term.

Work load and productivity measures in the College Services programs are driven for the most part by student headcount. The academic year this report encompasses was a year of significant growth at Glendale College. By the spring semester we had about 1,000 students more than we had served the prior year in the credit program. I believe this report demonstrates the enormous increase in usage of every support service we offer our students.

In keeping with the statement in the cover cartoon, we in College Services decided long ago we'd better quantify what we do. We believe, however, that we have been able to not only deliver more services to our student body, but that we have improved them in many ways, making them not only more efficient, but also more effective. Please read on and judge this for yourselves.

Nancy Knight

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OUTREACH

Accomplishments

- Classified staff from the admissions office went to 15 high schools to help students complete the entire admissions process: filling out the applications; being assessed; attending an orientation workshop; receiving their test results; and receiving an appointment to register by STARS. The Office of Admissions and Records reached approximately 800 new applicants through this process.
- Did outreach to an additional 10 to 12 high schools by being present at their college fairs.

Goals

- A new position has been proposed which would be the Director of Outreach and Recruitment. This would create a presence in the community that would continually be outreaching to all high schools and community organizations. In addition, it would centralize the outreach function in one area.

ADMISSIONS, RECORDS, AND REGISTRATION

Accomplishments

- Implemented automated online prerequisites for approximately 160 high demand courses. The system checked student eligibility prior to registration and allowed counselors and division chairs to update individual student's prerequisite codes, when necessary, to be able to enroll in classes.
- **Redefined Who Is Eligible for STARS**--Changed the previous procedure that allowed only currently enrolled students and new applicants who apply by a certain date to be eligible. Instead, added to this group the 10,000 students who either applied for the current term and did not enroll or who were enrolled in the previous term but did not re-enroll. Sent them a letter and let them reactive their record by using STARS.
- Curtailed walk-through registration in the Campus Center.
- Modified STARS so students could register for either the summer or the fall during the summer.
- **Early Academic Alert**--Worked with Information Technology Services to allow faculty to submit their Early Academic Alert Rosters on a "rolling" basis. Although faculty were encouraged to have their rosters submitted in time for the large mailing during the eighth week of the semester, we were able to allow other faculty to submit rosters up through the fourteenth week of the semester. Rosters were be processed twice weekly and letters mailed out to students the next day.
- Designed and implemented new student, staff, and faculty ID cards.

Goals

- Modify STARS so students can add classes, which now require the signature of the instructor by using the telephone.

- Make the class schedule on the homepage interactive in order to show closed classes. **High Priority**
- **DEVELOP AN ONLINE TRANSCRIPT!**

ADMISSIONS AND RECORDS COUNSELING

Accomplishments

- The admissions and records counselor did all the transcript evaluations for new students who had previously completed credits at other community colleges or four-year institutions. This counselor determined how previous courses could satisfy GE requirements for the CSU, IGETC, AA/AS degree from GCC, and certificates of completion. Evaluations were done within days after being submitted so students would know the results prior to registering for the subsequent semester.
- A record of the evaluations was kept on a PC by one of the graduation evaluators, freeing up time for the counselors to do more evaluations.
- Trained the four admissions and records clerks on how to do CSU breadth and IGETC.

Goals

- The IGETC and CSU breadth can be automated if an online transcript were developed.

ARTICULATION

Accomplishments

- Showed all counselors how to access the articulation agreements online.
- Took through the governance process a new policy on granting credit for CLEP.

Goals

- Do major sheets.

ASSESSMENT

Accomplishments

- Added additional tests in math and ESL so students could be tested in a more timely manner.
- Upgraded all computers in the Assessment Center to 486's and purchased two new computers for the empty carols.

Goals for 1997-98

- The primary goal is to make sure students receive their test scores on a more timely basis (perhaps within 24 hours) and that the VAX is updated with the scores on a daily basis. **High Priority**
- Hire a consultant/programmer to redo all of the tests to make them computerized; and to develop a "home grown" system of multiple measures so the CAPP can be eliminated. **High Priority**

- The primary goal is to make sure students receive their test scores on a more timely basis (perhaps within 24 hours) and that the VAX is updated with the scores on a daily basis. **High Priority**

- Analyze the serious problem whereby students' test scores are "lost" between the individual computers and Hannelore's system. **High Priority**

- Hire a consultant/programmer to redo all of the tests to make them computerized; and to develop a "home grown" system of multiple measures so the CAPP can be eliminated. **High Priority**

- Have the assessment counselor maintain a presence in the area, perhaps sharing an office with the Learning Center Director.

OTHER GOALS

Master Calendar--This function is far too cumbersome and involves a variety of units on campus. The process needs to be streamlined and computerized.

Online Application for Admissions--Incorporate an online Application for Admissions on the college's home page. **High Priority**

Class Schedule--Revise the entire format of the class schedule whereby it is easier to read and flows like the matriculation process. Encourage use of the same style and size of the typeset throughout the document.

College Services Division

The 1997-98 academic year marked the beginning of the second five-year period of the Division of College Services. Slowly, but thoughtfully, the role of the division is being crafted within the different spheres of the communities of the college. The major goals of the division have, and continue to be, the strengthening of the common bonds among the college services faculty; the support of unit-based and division-based support services to our students; the seeking of ways to increase our interaction within the rest of the faculty; and the provision of an advocacy role for its members' concerns, as well as for students.

ACCOMPLISHMENTS OF AY 1997-98

1. 25 Student Success Workshops were offered during the Fall semester to 165 students. Research by the R & P unit showed that those students had a higher GPA and more completed units at end of the semester, than those who did not attend the workshop series.
2. Vote of confidence was given to grant tenure to member, Dr. Tina Anderson-Wahlberg.
3. An end-of-year party was held for the members, providing a pleasurable time of sharing and getting to know each other more personally.
4. Several College Services Council meetings were held in preparation for Division meetings.
5. A new course on library research methods was developed and approved by the Division.
6. Four instructional division chairs made presentations regarding their programs to C. S. division members.

GOALS FOR AY 1998-99

1. Offer the Student Success Workshops in the Fall and the Spring semesters to students on first-time probation.
2. Revise the Student Development curriculum.
3. Hold a Counselor-to-Counselor Day in the Spring semester for feeder high schools.
4. Establish a procedure for producing Major Sheets for students.
5. Emphasize methods for student recruitment, retention, an success.
6. Continue to seek ways to enhance working relationships with instructional faculty.

Disabled Students' Program & Services (DSP & S)

Accomplishments of AY 1997-98

1. DSP&S experienced growth of 25% for new students served over AY 1996-97. 1,561 students, 10+% of total population, received DSP&S services in 1997-98.
2. 22,046 student contacts, individual services provided, were logged in 1997-98.
3. Curricula for adapted computer classes were completely rewritten, renumbered and approved by C&I for implementation Spring, 1999.
4. High Tech Center successfully implemented the new Windows "95-based curriculum for students with visual impairments.
5. In a cooperative arrangement with USC, occupational therapy students interned in the High Tech Center and adpated P.E. classes.
6. Advanced Self-Defense for the Disabled course was offered for the first time.
7. Sections offered for Adapted Aquatics and Adapted Activities classes doubled.
8. New adapted physical education course approved: Lifetime Fitness and Wellness.
9. Mental Health counseling was made available 1.5 days/week.
10. A weekly support group meeting for students with disabilities was initiated and well attended.
11. MFCC intern initiated a support group for students with ADHD in cooperation with the Health Center and under Dr. Jessica Gillooly's supervision.
12. Working with the Math Division, modified formats of the math placement test were devised for students with visual impairments. Math placement tests are now available in Braille.
13. Two blind students successfully completed Math 145 utilizing technology available in the High Tech Center.
14. Through collaborative efforts with Language Arts and Credit ESL Divisions, alternative placement measures for hearing and visually impaired students were explored. These students have been s experiencing increased levels of success in these classes.
15. Collaboration with Nursing Department continued in field testing screening/assessment instruments to identify students who are predisposed to success in nurse's training.
16. Disabled Student Handbook addressing the orientation needs for students with disabilities was developed.
17. Six students completed situational workplace assessments in the High Tech and Fitness Centers.

18. Team-based collaborative high school to college transition process initiated with Glendale Unified School District's Special Education Department resulting in seamless transition for 11 disabled high school seniors.
19. Finalized adapted computer technology curriculum to be offered as a service to Foothill SELPA special education teachers in Fall, 1998.
20. Food for Thought Program funds increased 500% over AY 1996-97.
21. Faculty presented workshops and served on professional panels at conferences statewide.

Goals for AY 1998-99

1. Reproduce and disseminate Disabled Student Handbook.
2. Update and disseminate new edition of the Faculty Handbook
3. Implement Staff Development program that features informational sessions for faculty on all areas of disabled students programs.
4. Present to faculty and community groups the informational video on Disabled Students Programs and Services.
5. Provide staff development for non-credit faculty.
6. Develop new course: Sports and Recreation for the Disabled. .
7. Maintain collaborative efforts with Nursing, Math, English and Credit ESL divisions.
8. Participate in study with Math Division on predictors of success for students in high-level math courses.
9. Offer new adapted physical education course: Lifetime Fitness and Wellness in Spring, 1999 semester.
10. In collaboration with Foothill SELPA, provide instruction in adapted computer technology for special education teachers in public schools.
11. Food for Thought recipients will receive increased levels of support with hopes of increasing the numbers of students served.

EXTENDED OPPORTUNITY PROGRAM & SERVICES (EOP & S)

Accomplishments for AY 1997 - 1998

1. Counseling/advisement was provided to over three thousand students. These services included explanation of all English/ESL and math assessment tools, referrals to the Learning Center, as needed, interpretation of assessment scores in terms of possible classes, financial aid petitions, and completion of Student Education Plans and study lists. EOPS/CARE staff had more than twenty-two thousand student contracts during the academic year.
2. Ninety-four (53-AA, 41-AS) EOPS/CARE students received their Associate Degrees, fifty - six received their certificates and seventy - nine received scholarships.
3. Our twelfth successful Summer Readiness Program was offered for new EOPS and CARE students. Summer, 1997 - twelve Student Development 100 class sections totaled three hundred nine students successfully completing the classes.
4. Bilingual staff (Arabic, Armenian, French, Farsi, Russian, Spanish, Turkish and Vietnamese) permitted improved quality of services to the college's multi-lingual student population.
5. Ongoing instruction was provided in the Student Development 100, College Orientation course to aid students in achieving their educational goals. This included what professors expect; how to survey a textbook; how to mark a book; note-taking and outline techniques; anticipation of test questions; memorization skills; study do's and don'ts; using the library for term papers; student educational plan (SEP). Twenty - four sections of this course were offered, with a total of six hundred students successfully completing the classes.
6. The Spring, 98 outreach and recruitment program in seventeen high schools by six full-time counselors and one student personnel worker resulted in over one thousand, four hundred recruitment files.
7. The program mailed over one hundred - fifty letters to academic/progress probation students. Referrals were made to the tutoring center, writing lab, math/science tutoring center, or enrollment in EOPS - Student Development 144, Academic Probation, fifteen students successfully completed the course. Eleven students successfully completed the Student Development 125, Career Planning course that was also offered.
8. Thirty - six students received EOPS fee waivers for UC or CSU university transfer applications. Five students successfully completed the Student Development 120 - Transfer Orientation class.
9. Direct aid grants were given to one thousand eleven service/income eligible students which totaled $274,440. Full - time students received anywhere from $100 to $650 as EOPS grants during the "97 - 98" academic year.
10. More than fifteen hours of information about attending credit classes, financial aid, EOPS/CARE and Student Development classes were provided to Adult Ed. through CRESL, a program of non-credit classes on the college campus.

11. Counselors participated on various governance committees; academic affairs, curriculum & instruction; release - time; student affairs. EOPS/CARE staff also attend numerous meeting; academic divisions, academic senate and College Services - Academic Information Sessions.
12. In "97 - 98" EOPS book vouchers for service/income eligible students were issued to over seven hundred students during the academic year for a total amount of more than $98,000.
13. EOPS/CARE, in conjunction with Career Education (VATEA funds), was able to purchase books for over one hundred forty students. Over one hundred fifty students were also able to borrow books during the academic year.
14. Twenty - eight students were served using CARE funds during the academic year "97 - 98". CARE services to students included books and supplies, gasoline vouchers, MTA & Beeline bus passes and CARE cash grants given for each semester. Students were encouraged to use the career information, resume writing and four year college & scholarship information that is available in the Career Center. CARE is working closely with the CAL Works office to make sure that students are in compliance with county, state and federal guidelines for TANF recipients.

<u>Goals for AY 1998 - 1999</u>

1. Continue dialog between EOPS and other units within College Services concerning services, policies and procedures that impact EOPS/CARE students.
2. Continue presentations at EOPS staff meeting of program managers or faculty members that have information that will help staff better serve students.
3. Continue to work closely with Information Technology to assure information generated of MIS reports are accurate for both EOPS and CARE.
4. Initiate, beginning Fall, 98 presentations by EOPS counselors giving information about EOPS/CARE services & benefits to GCC students in non-degree applicable classes of English, ESL, math and Ethnic Studies.
5. Using a caseload concept, assign EOPS students to individual counselors for follow-up with academic/progress probation status and SEP/study list revisions.
6. Implement a limited number of scheduled appointments for counselors and student personnel worker.
7. Publish a bi-monthly newsletter to EOPS/CARE students.
8. Mail congratulatory letters to students with 2.0 or above GPA's.
9. Mail encouragement letters to students with an overall gpa below 2.0 but maintained a 2.0 or above for the previous semester.
10. Continue to be involved in all areas of campus life, to insure that concerns of disadvantaged, low-income students are heard, discussed and considered as part of the decision-making process.
11. Schedule informative workshops for CARE/EOPS students covering topics such as Cal Works, health issues, financial management and interview skills.

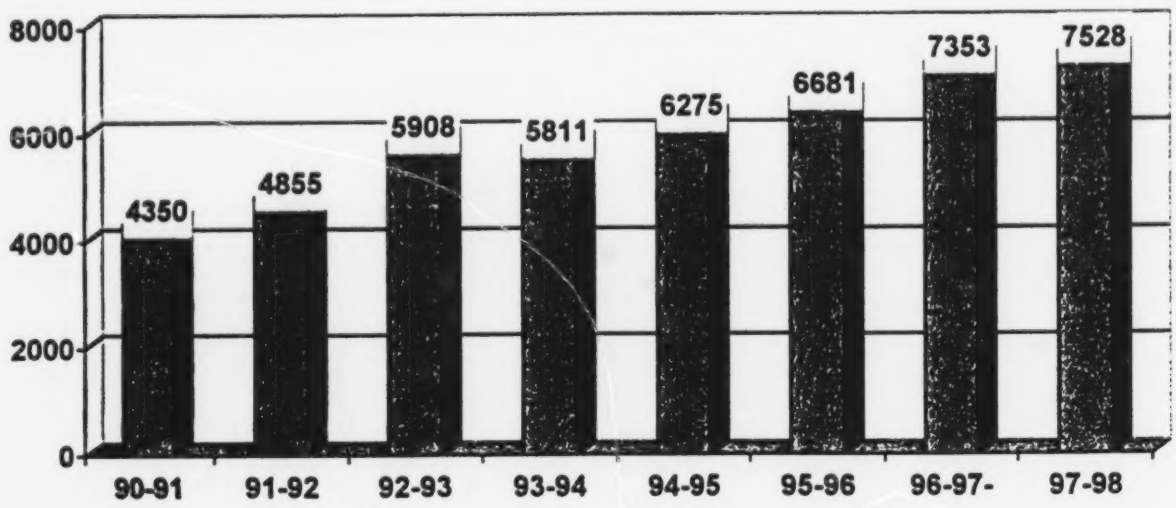
Accomplishments -- 1997-98

The Financial Aid Office provides funds to approximately 50% of the total student population at Glendale Community College. The College participates in the federal Pell Grant, Supplemental Educational Opportunity Grant, Work-Study and Federal Family Educational Loan programs. In addition, state student aid funds are provided through the Board of Governors' Grant Fee Waiver program, the Cal Grant program and the EOPS program.

The following charts show the number of students receiving funds and the amount of funds disbursed over the past eight years. Financial aid recipients at the College have increased by 30% over the past 5 years and 73% since 1990. This has largely been due to the increased availability of the state's community college fee waiver program. There has also been an increase in the student participation rate and the maximum award amount for the Pell Grant program. Although the level of most of the programs is determined by the number of eligible students who apply, growth in the SEOG and Work-Study programs is limited by the amount of the annual allocation received from the US Department of Education.

GCC has always had an exceptionally low student loan default rate, often the lowest in the California community college system. The current rate, 7.2%, is the lowest default rate the college has had in the past five years. Since federal regulations impose penalties on institutions with default rates in excess of 20%, maintaining a low default rate protects institutional eligibility for the other federal student aid programs.

FINANCIAL AID RECIPIENTS



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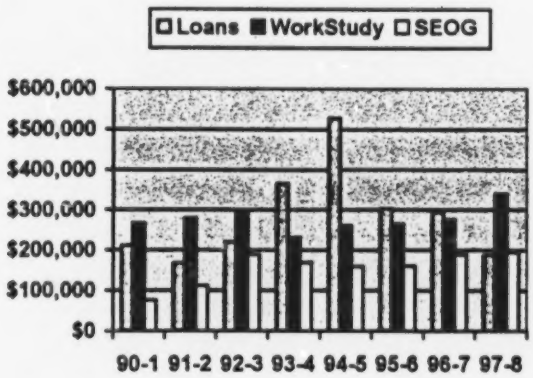
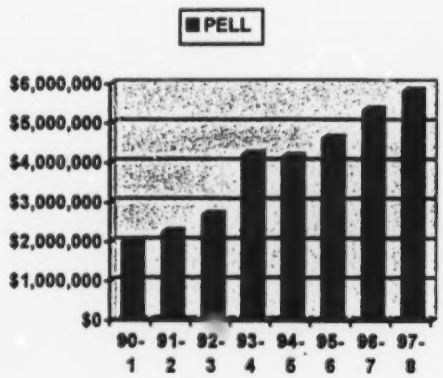
FEDERAL FUNDS DISBURSED

Due to limited national appropriations in the Federal Work Study Program and the Supplemental Educational Grant program, the funds allocated to the College in these programs have remained relatively stable. There have been greater shifts in the Federal Family Educational Loan and Pell Grant programs, which are based on the number of eligible applicants, rather than an institutional allocation.

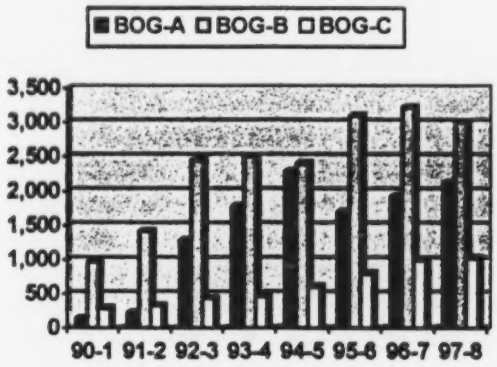




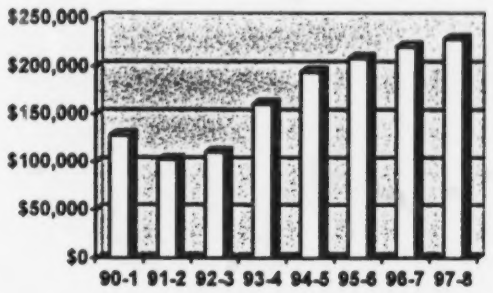
STATE FUNDS

The largest increase has been in the Board of Governors' Grant Fee Waivers. There was a 9% increase during the past year in the amount of fees waived. While the dollar volume over the years can be partially attributed to state enrollment fee increases, there has also been an increase in the number of students receiving fee waivers.

BOG Waiver Recipients



Cal Grants



OFFICE ACTIVITY

During the 1997-98 award year, over 13,000 original and reprocessed Student Aid Reports were generated and processed by the office. The office generally has over 25,000 student contacts per year. It is hoped that with more encouragement, students will increase their utilization of the kiosks to access financial aid information rather than standing in line at the office.

There were several personnel changes that occurred during the year. Both the Associate Dean and the Assistant Director left the College in December. A new Associate Dean was appointed in March and one of the Financial Aid Technicians was hired as the Assistant Director. This created a vacant Financial Aid Technician position that will hopefully be filled this Fall.

In addition to personnel transitions, the office relocated from the second floor of San Rafael to a new module in the San Fernando complex over the summer.

Over the summer, we learned that the financial aid software system currently being used by the College would no longer be supported by the vendor after this year. A search was begun for a new financial aid system with a projected purchasing deadline of Fall 1998 and implementation by January 1999.

All of these transitions and staffing shortages created a processing backlog for Fall 1998 awarding. However, the staff exerted extra effort and put in additional hours to keep delays to a minimum. They are to be commended for the excellent job they did and the high level of commitment shown to the students and the college.

CAMPUS ACTIVITIES

The Financial Aid Office has worked closely with the FYE staff to assist in facilitating the financial aid process for students in that program. A Financial Aid Advisor is assigned to work directly with the program.

In addition to the Associate Dean who serves on two governance committees and the scholarship committee, other staff members serve on two PEP committees, CSEA and a grievance committee.

NEW LEGISLATION:

<u>Ability to Benefit Regulatory Relief</u>

Glendale College has received permission from the US Department of Education to participate in an "Experimental Site" project that will allow students who do not have a high school diploma or GED, but who have passed at least 6 units of college level courses to be eligible to apply for federal student aid programs.

<u>Taxpayer Relief Act/Hope Scholarship & Lifelong Learning Tax Credits</u>

Although not directly involved in the process, the Financial Aid Office is working with the Accounting Office, Admissions & Records and AIS to prepare for the college reporting requirements of the Taxpayer Relief Act. Although the higher education tax credits will be of minimal assistance to California Community College students due to our low fees, the college is still required to do extensive reporting and to collect information not previously requested of students.

Reauthorization of the Higher Education Act

The much-anticipated reauthorization of the Higher Education Act by Congress was begun, but not completed over the summer. We will continue to monitor this bill since it contains major legislation affecting the Financial Aid Office and other segments of the campus, as well.

OTHER ACTIVITIES:

The Associate Dean currently serves as VicePresident of California Association of Student Aid Administrators (CASFAA) , member of the Reauthorization Task Force and conference site coordinator for the California Community Colleges Financial Aid Administrators Association (CCCSFAAA), member of the CCC Chancellor's Office Student Services Think Tank, coordinator of the CCC Ability To Benefit project and has served on several advisory groups for the California Student Aid Commission/Ed Fund.

GLENDALE COLLEGE FINANCIAL AID PROGRAMS: COMPARATIVE DATA

	90 - 91		91 - 92		92-93		93-94		94-95		95-96		96-97		97-98	
	Funds	# Stud	Funds	# Stud	Funds	# Stud	Funds	# Stud	Funds	# Stud	Funds	# Stud	Funds	# Stud	Funds	# Stud
PELL Grants	$ 1,965,684	2082	$ 2,221,402	2,261	$ 2,661,542	2,597	$ 4,191,510	2,801	$ 4,131,254	2,952	$ 4,598,011	3,100	$ 5,311,452	3,469	$ 5,788,262	3,431
BOG –A Waivers	5,277	142	9,953	222	155,785	1,283	378,297	1,776	549,225	2,286	406,959	1,694	445,900	1,922	499,830	2,122
BOG – B Waivers	48,695	963	78,398	1,412	311,528	2,446	561,073	2,504	533,721	2,398	698,652	3,095	744,074	3,218	688,311	2,997
BOG – C Waivers	14,442	289	18,007	325	58,257	435	95,133	459	128,940	604	173,810	796	231,504	992	235,449	1,020
SEOG Grants	76,750	148	111.,200	252	188,841	554	168,900	399	159,500	588	159,950	312	188,800	122	194,750	1,117
Work-Study	265,866	235	278,621	207	299,939	236	230,859	211	260,251	259	264,595	255	276,057	265	340,965	295
EOPS Grants	112,812	178	107.,582	342	146,910	331	175,972	363	169,655	353	178,780	299	282,696	615	279,670	656
Student Loans	210,616	94	167, 614	77	219,757	100	365,808	139	528,313	192	302,535	107	292,741	111	187,044	82
CAL Grants	127,817	139	102,297	108	110,065	132	160,660	151	193,720	204	208,004	203	220,252	196	228,227	203
TOTAL	$2,827,959	4,350	$2,832,309	4,855	$4,152,624	5,908	$6,328,212	5,811	$6,654,579	6,275	$6,991,296	6,681	$7,993,476	7,353	$8,442,508	7,528

NOTE: Student Total = unduplicated head count

Goals -- 1998-99

1. Purchase, install and implement new financial aid software.
2. Review and revise the Satisfactory Academic Progress Policy.
3. Develop publicity campaign to encourage students to file FAFSA forms bythe March 2nd deadline.
4. Invite guests from other offices to update staff on their policies andprocedures and develop dialogue to facilitate administrative processes.
5. Explore better ways to deliver information to students to decrease the necessity for students to come to the office to transact business or get information.
6. Review and update the financial aid information on the GCC web-site.

Accomplishments of the Academic Year 1997-98**

***The statistics in this report reflect an eleven month year rather than a twelve month year. We are in the process of changing from an academic calendar to a fiscal calendar.*

- Sadly, said good-by to Toni Reyes R.N. and Margaret Caruso R.N. Mrs. Reyes worked in the Health Center for 4 years while Mrs. Caruso was with us for 10 years.
- Welcomed and oriented Maureen McNeely, R.N., Linda Parsons, R.N., and Luis Garcia, R.N. to the Health Center staff.
- Provided 21,233 total services. A total of 6,169 persons received professional services definedas services provided by a physician or a registered nurse. Table 1 represents professional contacts.

Table 1—Year to Date Statistics

	1995-96	1996-97	1997-98	Percent Increase from previous year
Total Professional Contacts (Nurse/Physician Visits)	3858	5200	6169	18.6%
Students	3220	4201	4796	14.2%
Employees	604	799	1216	52.0%
Others	34	102	101	-1.0%
Total Professional Services (Number of services provided by Nurse/Physician)	10286	13577	16661	22.7%
Total Self-Service Contacts (Number of contacts to self-service stations/activities)	3967	4723	4572*	-3.2%
Total Contacts (Total number of recorded visits to the Health Center)	7825	9923	10739	8.2%
Total Services (Total number of recorded services provided in the Health Center)	14253	18303	21233	16.0%

**There was a significant increase in the OTC supplies used/ordered which leads us to question whether individuals were signing for OTC medications.*

- Approximately 53% of the visits to the health center were students with BOG waivers.
- Four-hundred-nineteen students were seen by the Physicians/Nurse Practitioner representing an increase of 56%.

- Only 556 or 9.6% of the those individuals, who sought the services of the nurse or physician, were referred elsewhere.

Table 2—Insurance Status by Status in Spring

	Total Percent	Student Percent	Employee Percent	Other Percent
No Insurance	40.156	46.846	16.262	27.027
Medi-Cal	7.320	8.979	1.438	1.351
Social Security	1.099	1.083	.988	2.703
MM-Medical/M ...	.335	.409	.090	0.000
Foreign Student ...	5.699	7.198	.090	8.108
HMO	19.817	16.779	32.075	8.108
PPO/Fee for Se ...	13.392	7.631	34.951	10.811
Catastrophic	.130	.120	.180	0.000
Other	2.608	2.937	1.527	0.000
Unknown	9.443	8.016	12.399	41.892
Total	100.000	100.000	100.000	100.000

- Added resources to the home page to include links to insurance vendors, ergonomic sites and a variety of health sites.
- Twenty-three staff (an increase of 28%) came to the health center for EAP.
- Provided students with forty hours per week of mental health counseling conducted by Mental Health Trainees/Interns for a total of 800 + visits.
- Conducted free/anonymous HIV testing 18 times during the year with approximately 311 (30% increase) people taking advantage of the service.
- Gave 823 tuberculin skin tests (87 did not return for readings). Seven- hundred-thirty-six readings were done with 615 or 83.6% negative and 121 or 16.4% positive. This represents an 32% increase in the number of tests given with a 3% decrease in positive readings.
- Continued to provide individuals with the opportunity to meet with Armineh Gourgian, Outreach Advocate for the YWCA's Domestic Violence Program.
- Gave 250 fifty flu shots in October/November 1997.
- Health center staff submitted four articles to the Chaparral for the purpose of general education.
- Ordered $30,000 worth of equipment to begin providing ergonomic work stations for the college staff.
- Participated in the FYE programby conducting classes on health issues, health assessments and individualized health counseling of the participating students.
- Modified the staffing pattern in the Health Center to serve the student population for the current 12 month academic calendar.
- Increased hours in the summer to accommodate two 5-week summer sessions.
- Associate Dean was elected as President of Southern Section Health Services Association, California Community College.
- Associate Dean was elected as Delegate from the Nurse Directed Section of the American College Health Association to the organization's Assembly of Representatives.

Goals for the Academic Year 1998-99

- Continue to meet the needs of the students of Glendale Community College.
- Sponsor Kaiser Permanente's production of "Secrets."
- Coordinate with the Nursing Program to provide a clinical facility for the curriculum.
- Develop a Wellness Center/Program for students.
- Cooperate with the Associated Students to present at least two educational programs for students.
- Continue to work towards developing a Student Advisory Committee.
- Continue to participate in Governance and campus-wide committees.
- Continue to work with state and regional resources to improve health service funding.

ACCOMPLISHMENTS

- **New CAI lab in AD 221 with PassKey CAI software**
- **New service: proctoring Evening College make-up exams**
- **New Learning Center and Writing Center Web pages**
- **Added Instructional Lab Technician on Saturdays**
- **Reorganized and separated Assessment and Learning Center**

Usage:

Increase in tutorial usage: 16,505 paid tutorial hours, compared with 11,621 last year.

Decrease in CAI usage, due to problems with new PassKey software: 1,382 versus 1,795 last year.

Slight decrease in Writing Center usage: 3,846 as compared with 4,714 last year.

Loaned 1,312 videos for in-house and take-home use.

Headcount:

Lower headcount, due to inability to record those students entering directly into the CAI lab in AD221 rather than pass laser counter station in AD 232.

Headcount was 140,694, as compared with 151,634 last year and 128,224 in 1995-96.

Exams:

Proctored 179 English placement challenge exams and 108 Evening College makeup exams.

Publicity and outreach:

- New Learning Center and Writing Center Web pages were created by Learning Center and Writing Center staff, including goals, policies, and photographs of the areas.
- A new brochure was created highlighting the Learning Center services in Armenian, English, and Spanish.

Technology:

Inventory of computers was completed in preparation for networking and upgrading.

Reorganization:

A reorganization plan was completed to separate Assessment and Learning Center, reassign staff, and establish equity in the staff pay ranges.

GOALS for 1998/99

1. Increase accuracy of recording and reporting usage.
   - Automate the collection of student hours with card readers, networking of workstations, etc.
   - Determine statistics required for accountability and federal requirements.
   - Train staff in new procedures.

2. Consolidate Learning Center space with a single entrance for more accurate statistics.
3. Improve and upgrade technology in Learning Center and increase staff expertise.
4. Expand Web site and increase remote access with links to web-based tutorials.
6. Integrate Library and Learning Center management and planning
7. Develop method for pollling faculty as to video, software, CAI needs.

ACCOMPLISHMENTS

- **Introduced remote (home) access to periodical and newspaper databases.**
- **Began new, web-based "virtual library" services for faculty and students.**
- **Developed new information competency program.**
- **Staff and services gained top approval rating despite nearly 85% increase in workload.**
- **Usage of existing Library programs and services jumped by an average of 84.5%.**
- **Connected to the Glendale-Pasadena online catalog Web interface.**

527, 161 headcount.

Over half a million patrons used the library during 1997/98, an increase of 100% over last year, and 63% over 1995/96. This is higher than any other community college in the area except Pasadena (which has 5 FT faculty, twice the collection size, etc.)

Ranked #1 in student recognition and approval.

Once again, the GCC Student survey showed that the Library has the highest recognition and approval ratings on campus. So even with increased workloads, service remains high.

More demand for reference help and computer assistance.

Heavier use of the library was reflected in increases in the numbers of reference questions and computer-assistance questions. 30,943 questions were answered this year, 244% over 96/97 and 40% over 95/96.

Higher use for in-house and electronically available resources.

173,010 books, magazines, and electronic resources were used in-house, whereas only 46,887 books were checked out. In-house usage was 92% higher than in 96/97 and 1.5% higher than 95/96. (95/96 figures were skewed upward, due to counting large numbers of books prior to storage during the renovation period.)

Remote access and new electronic resources proved enormously popular.

Use of electronic resources such as full-text databases (from on and off campus) was 42,678 – 123% higher than in 96/97, and over 1500% higher than 95/96.

"Virtual library" was a hit (and hit ... and hit ... and hit ....)

Library's web site was hit approximately 48,000 times last year, more frequently than any other College page.The new online services pages, developed mid-year, quickly reached 2,000 hits a month. Interlibrary loan requests doubled as a result, and faculty book purchase requests increased. We will be measuring virtual library services usage in detail during 1998/99.

Great beginning for information competency.

The impact of hiring a new instruction librarian was clear. In collaboration with other College faculty, Michael Colling developed a far-reaching information competency program, beginning this fall with a new 2-unit course, Library 101.The number of class orientation sessions jumped from 73 to 155 and the number of students taught increased from 1,403 to 3,311, up over 100%.

Collection growth modest.

$50,000 in additional funding from the state Block Grant increased purchases of new and replacement materials. Nevertheless, after discarding old and outdated materials, the collection grew in size only by 1% over 96/97, and 68% over 95/96. A new classical music CD collection was begun, but CD cataloging is backlogged due to a lack of technical services staff.

GOALS for 1998/99

1. Expand information competency program to include added sections of Lib 101 as needed; interdisciplinary course(s) in Fall 99; and online information competency tutorial.
2. Expand web-based "virtual library" services:
3. Complete review, evaluation, and planning for library programs in the context of College goals and objectives; begin to link to budget process.
4. Expand cooperation and resource sharing with local libraries and CCC system.
5. Broaden funding sources and support for library programs.
6. Investigate next-generation library system to integrate resources within a single interface.
7. Investigate alternatives to traditional collection development techniques.
8. Improve Library publicity and informational materials in terms of attractiveness and ease of use.

OFFICE OF STUDENT ACTIVITIES

The Office of Student Activities administers a wide variety of services and activities to help students broaden their educational experiences at Glendale College. Specifically, the office provides administrative oversight and support to the Glendale College Bookstore, ASGCC Business Office, Alumni Association, Scholarship Program, Service Learning Center, Ready to Read, Tell Me a Story, and Men's and Women's Athletic Programs. Additionally, office staff is responsible for the supervision and advisement of the Associated Students of Glendale Community College (ASGCC), and providing leadership and direction for the development of a comprehensive campus activities and student leadership program.

ALUMNI ASSOCIATION

Accomplishments of AY 1997-1998

1. Promoted a successful 10th anniversary membership drive that resulted in 8 Lifetime Memberships, 10-year renewal memberships totaling 39, and over 70 new memberships. Including all renewals, memberships totaled about 300.
2. Upon the request of alumni from the Class of '48, facilitated a fifty-year reunion luncheon and campus tour. Twenty-four alumni and ten GCC staff members attended this very successful event.
3. Hosted the Tenth Annual Alumni Awards Banquet at the Brandview Collection. More than 120 alumni, friends, and community dignitaries attended the event to honor alumni Mark Dundee and Jim Sartoris, and recognize the outgoing Patrons Club President, Pauline Richardson.
4. Increased scholarship giving to $3000. Ten outstanding GCC students received Alumni Scholarships in the amount of $300 each at the Alumni Awards Banquet.
5. Published three editions of the popular Alumni News. The newsletter, which has a circulation of over 10,000, includes publicity for campus departments and events.
6. The Alumni Association Board hosted the first annual Alumni Open House to promote greater member participation in the Association's events and activities.

Goals for AY 1998-1999

1. Upgrade Alumni Office computer system through the replacement of obsolete hardware and software.
2. Develop an Alumni Association web page.
3. Continue to explore alternative fund-raising opportunities to supplement the revenue raised through the annual membership drive.

ASGCC BUSINESS OFFICE

Accomplishments of AY 1997-1998

1. Secured new and improved vending machine contracts for the ASGCC. Switched vending machine contractors to North County Vending for snack machines, and Coca-Cola for cold beverages. The ASGCC continues to dedicate vending machine revenues to student scholarships, the annual ASGCC budget, and various campus projects and programs.
2. Administered more than 500 budget and deposit accounts for the Bookstore, ASGCC, GCC Scholarship Program, student clubs, and various District departments and organizations.

Goals for AY 1998-1999

1. Purchase new computer systems for the business office staff.

ASSOCIATED STUDENTS OF GLENDALE COMMUNITY COLLEGE (ASGCC)

Accomplishments of AY 1997-1998

1. Provided funding from the ASGCC budget totaling $136,975 to more than fifty campus departments and programs.
2. Published a monthly ASGCC newsletter which was distributed as an insert in the *El Vaquero*. The newsletter contained information about ASGCC programs, college services, and campus events.
3. Awarded fifty ASGCC grants-in-aid totaling $7500, and twenty ASGCC Academic Achievement Awards totaling $3000 to GCC students.
4. Allocated $23,778 in Campus Project Support (CPS) grants to seventeen college programs. Among the projects funded was a mental health counseling program for the Health Center, an animal and algae specimen collection project for the Biology Division, a seismograph for the Geology Department, primate skulls for the Anthropology Department, a computer system for the Transfer Center, field station improvements for the Baja Field Studies Program, and a contribution toward the purchase of an airplane for the Aviation Program,
5. Sponsored a successful fall and spring campus activities calendar that included events such as the Red Cross Blood Drive, Black History Month, International Expo, Women's History Month activities, and a noon concert series. A notable event was the highly successful Club Volleyball Tournament in which twenty-five clubs competed to promote unity among student organizations.
6. Provided $5000 in Student Organization Support (SOS) funds to student clubs and organizations to help sponsor their events.
7. Contributed more than $8000 in seed money to help establish new GCC scholarships.
8. Members participated in numerous leadership development activities including the CCLC Student Trustee Workshop, CCCSAA Leadership Conference, CalSACC Presidential Summit, SDSU Leadership Institute, CalSACC Spring Legislative Conference, and the 1998 Lobby Day.

Goals for AY 1998-1999

1. Expand marketing efforts to improve faculty, staff, and student awareness of ASGCC- sponsored programs and services.
2. Increase outreach efforts to expand the pool of qualified candidates for ASGCC positions.
3. Sponsor more cultural and diversity awareness programs for the student body.
4. Increase representation and participation at statewide student association conferences, meetings, and activities.

ATHLETICS (MEN'S)

Accomplishments of AY 1997-1998

1. The Men's Cross Country team won the Western State Conference (WSC) championship and placed second in the State Cross Country Championships. Coach Ed Lopez was named the Western State Conference Coach of the Year.
2. The Men's Basketball team placed second in the WSC Southern Division and advanced to quarter finals ("elite eight") of the Southern California regional playoffs.
3. The Men's Baseball team had their best record in more than twenty years as they tied for the WSC Southern Division championship. Coach Denny Barret was selected WSC Coach of the Year.
4. The Men's Soccer team placed second in the Western State Conference and advanced to the State playoffs.
5. Men's Tennis coach Bob Donaghy was named Coach of the Year in the WSC.
6. Eight of sixteen Sophomores on the Football team received athletic scholarships to four-year colleges or universities.
7. Men's Track and Field placed third in the WSC and advanced athletes to both the Southern California regional meet and the State championships.

Goals for AY 1998-1999

1. Complete the Western State Conference Program Review.
2. Revise and adopt the GCC Athletic Department Coach's Procedural Handbook.

ATHLETICS (WOMEN'S)

Accomplishments of AY 1997-1998

1. The Women's Cross Country team won its fifth Western State Conference championship. Two members made the WSC All-Conference First Team, and three received Honorable Mention recognition.
2. The Women's Basketball team advanced to the Southern California regional playoffs for the first time in several years. In addition, they placed second in the Southwestern Tournament, and won Consolation Title of the San Diego Mesa Tournament. Two team members received WSC All-Conference honors.
3. The Women's Soccer team completed its second year at GCC by placing ten athletes on the WSC All-Conference Teams.

4. Women's Softball returned to the Athletic Department for the first time in 15 years. One team member received WSC All-Conference Second Team honors.
5. The Women's Volleyball team placed one member on the WSC All-Conference First Team, and two members on the Second Team.
6. The Women's Tennis Team advanced one member to the Southern California Regional Tournament.

Goals for AY 1998-1999

1. Complete the Western State Conference Program Review.
2. Revise and adopt the GCC Athletic Department Coach's Procedural Handbook.

BOOKSTORE

Accomplishments of AY 1997-1998

1. Extended the hours of operation to increase customer service. Instituted an earlier store opening time beginning at 7:30 a.m., and kept the store open for business for the entire summer.
2. Continued the year-round wholesale used book buyback program. Increased the store's inventory of used textbooks.
3. Expanded the inventory of computer hardware, software, and peripherals. Introduced a special order program for computer systems through which patrons can order desktop and laptop PC's according to their individual specifications.
4. Secured a new credit card service agreement that resulted in substantial savings through reduced fees and expenses for credit card transactions.
5. Revised and improved the cashier training program resulting in a decrease in register shortages.
6. Gave a total of $7,911.76 in sales discounts through the 10% employee discount program.
7. Contributed an additional $375,000 to the Student Activities Center construction fund.

Goals for AY 1998-1999

1. Improve the textbook delivery process to the ACTC, possibly through the purchase of a Bookstore delivery van.
2. Gain approval from Apple Computers to become an authorized Apple retailer.
3. Upgrade computer hardware and software for the Prism point-of-sale and inventory managements systems.

SCHOLARSHIP PROGRAM

Accomplishments of AY 1997-1998

1. Students received a record total of $216,413 in scholarships, grants, and other awards during the year. Of this total, the Scholarship Office awarded $197,681 (a $28,281 increase from 1996-1997), Alpha Gamma Sigma $13,910, Baja California Field Studies Program $2,422, and the International Student Program $2,400.

2. Processed a total of 495 scholarship applications. Awarded 452 individual scholarships or grants to 326 students, both record totals.
3. Administered eleven brand-new scholarships with awards totaling $3500.
4. Contacted all scholarship sponsors to review and update their scholarship eligibility criteria.
5. Revised selection procedures for all scholarships chosen by GCC faculty and staff.
6. Improved and expanded the Scholarship Program information on the GCC Home Page. Students may now access the scholarship application form on-line.

Goals for AY 1998-1999

1. Secure more scholarships and grants for continuing students.
2. Continue to work with existing scholarship sponsors on updating their award criteria and selection processes.

STUDENT ACTIVITIES OFFICE

Accomplishments of AY 1997-1998

1. Processed 247 emergency student book loan applications and awarded $24,320 in book loans or grants to needy students.
2. Processed 213 activity requests from campus organizations and assisted in the planning and coordination of these events.
3. Revised and updated the activities handbook for student clubs and organizations.
4. Handled forty-eight student discipline cases, three of which were referred to the Campus Judicial Board for formal disciplinary hearings. The accused students in two of these cases were expelled from the college for good cause. This represents a significant decrease from 1996-1997 when the office handled sixty-four cases, twelve of which resulted in student expulsions.
5. Coordinated the college's largest ever ASGCC Honors and Awards Banquet at the Castaway. More than 350 faculty, staff, administrators, students, and scholarship sponsors attended the event to honor the outstanding students of 1997-1998.

Goals for AY 1998-1999

1. Revise the ASGCC Emergency Book Loan procedures with possible changes including raising the loan amount, abolishing the automatic service charge, and implementing a delinquent loan penalty.
2. Increase efforts to inform faculty and staff about the college's student conduct policies and regulations.
3. Establish the new School Relations/Outreach office.

READY TO READ

Accomplishments of AY 1997-1998

1. Thirty-four members successfully completed the "Ready to Read" program requirements that included the completion of Early Childhood Education

courses, and twenty hours per week of volunteer service spent delivering an early literacy program to preschool children. Two members made the Dean's Honor List, earning 4.0 grade point averages for the fall, spring, and summer sessions.

2. Members served 539 pre school children throughout the communities of Glendale, Pasadena, and neighboring Los Angeles.
3. Fifteen members plan on completing a second year in the program to work toward earning their State of California Children's Center Permits (24 ECE units and 16 General Ed.). The remaining members have begun to search for jobs with several already working as teachers in private preschools. The Early Childhood Education faculty played an instrumental role in helping members develop the classroom etiquette and study habits they needed to successfully complete their course work.
4. Successfully recruited members by exceeding the planned enrollment of 40 TANF recipients with an actual enrollment of 45. The percentage of planned versus actual enrollment equaled 112.50%.
5. Effectively retained members, securing the fourth lowest attrition rate among the State's seventeen programs (24%).
6. Wrote and secured an AmeriCorps grant renewal for 1998-1999.
7. Submitted a successful proposal to expand the program by 22 members that resulted in a funding increase of $49,500.
8. The Program Director participated on a Chancellor's Office training and orientation panel for eight new community college America Reads programs; served as a resource person for other colleges referred by the Chancellor's Office for assistance with issues such as program start-up, recruitment, site placement, and training; and served as a training consultant for new staff at programs from Cerro Coso, West Los Angeles, and College of the Sequoias.
9. The Program Director gave several workshops throughout the State including presentations to FACCC about model welfare reform programs, and at the Chancellor's Mega Conference on service learning and welfare reform.
10. Touted as a model Welfare to Work program, Ready to Read received commendations and certificates of recognition from Congressman James Rogan, Senator Adam Schiff, and Assembly Member Scott Wildman.

Goals for AY 1998-1999

1. Increase the number of program members from 40 to 66.
2. Implement a mentor program for all new and existing members.
3. Expand literacy activities to include infant toddler literacy as well as preschool literacy.
4. Hire a Program Assistant to help manage the increase in members.
5. Recruit more community-based organizations to participate on the CLASP.
6. Hold more Site Director/Supervisor training sessions and informational meetings for teachers at preschools who are supervising AmeriCorps members.

7. Apply for more grants and increase fund-raising efforts for additional supplies and materials to benefit both members and children served.

8. Require members to participate in more community service projects.

SERVICE LEARNING CENTER

Accomplishments of AY 1997-1998

1. Oriented more than 1100 students through the Service Learning Center. Placed over 700 students at more than 100 local non profit community organizations, and contributed over 14,500 hours of service in Glendale and surrounding communities.

2. SLC staff presented workshops on service-learning and community service at the Campus Compact National Center for community Colleges Conference, California Community College Student Activities Association Conference, California Community College General Conference, and the American Association of Community Colleges Horizon Conference.

3. SLC staff served as consultants for the Yosemite Community College District, College of the Redlands, L.A. Valley College, Santa Barbara City College, West Los Angeles College, Mt. San Antonio College, and Kirkwood Community College. Staff members also presented in-service training workshops at MiraCosta Community College, Citrus Community College, Southwestern Community College, and Rancho Santiago Community College. Additionally, the SLC hosted site visits for Fresno City College, Azusa Pacific University, Skagit Valley College (Seattle), and Richland College (Dallas).

4. Assisted student-initiated projects including the Awareness Project, the GCC Chemistry Club, Hunger and Homeless Awareness Activity, and AIDS Awareness Week.

5. Expanded several popular service-learning projects including Read Aloud conversations, Community Service Writing, Digital Volunteers, and Tell Me a Story. Continued and expanded collaborations with LACTE and AMP programs.

6. Staff members served on Glendale Healthy Cities Committee, Glendale Healthy Week Planning committee, Glendale Healthy Kids Board, Glendale Youth Coalition, Verdugo Private Industry School to Career Council, Glendale Healthy Community Coalition, Tell Me a Story and Ready to Read California Local Area Service Partnerships (CLASP).

7. Published two issues of the SLC newsletter entitled *News From the Center* which was sent to all California Community Colleges and other Learn and Serve grantees throughout the country. The SLC was also featured in articles published in the *CCLC News* and *National Campus Compact Service Matters*.

8. Organized fall and spring semester Volunteer Fairs on campus that were attended by more than 40 non profit agencies.

9. Held the annual Advisory Board meeting attended by 30 community representatives and leaders; held two agency focus group meetings attended by

25 community representatives; and held the annual Summer Service Faculty Institute attended by 10 new service-learning faculty.

10. Completed an agency evaluation of the GCC Service Learning Program.

Goals for AY 1998-1999

1. Sponsor and organize a diversity awareness event for all students on campus.
2. Organize and implement an informational program for future teachers.
3. Offer training to new agencies or new agency coordinators.
4. Create a web page for the Service Learning Center.
5. Collaborate with the City of Glendale, Glendale Unified School District, and other civic organizations to create an on-line community for the City of Glendale.

TELL ME A STORY

Accomplishments of AY 1997-1998

1. Successfully implemented a new GCC tutoring program in ten local area elementary schools.Effectively recruited, trained, and placed 32 GCC students as literacy tutors.
2. Proposed and secured an AmeriCorps grant renewal for 1998-1999.
3. Secured a $75,000 in cash-match funding from sources throughout the area, including the participating school sites. This was made possible through the effort of the Tell Me a Story staff, GCC advisors, the GCC Foundation, and the program's community advisory board.
4. Program members generated more than 40,000 hours of community service throughout the year.
5. Hosted a regional launch event at GCC for six AmeriCorps programs that generated press coverage in both the Glendale News Press and Los Angeles Times.
6. Coordinated three productive site visits from the California State Commission on Improving Life Through Service.
7. Hosted several training seminars for program staff and increased exposure of the campus and its community service efforts to other programs and colleges in the Southern California region.
8. Selected by the State Commission to represent AmeriCorps to local news station KNBC, and for an article in the LA Weekly.

Goals for AY 1998-1999

1. Finalize cash-match payments to GCC.
2. Improve pre service tutor training to ease their transition to the school sites.
3. Implement a revised program initiative to encourage parents to read to their children at home and seek literacy support when needed.
4. Utilize new assessment tools for tracking literacy skills improvement in the children served.

ACADEMIC COUNSELING

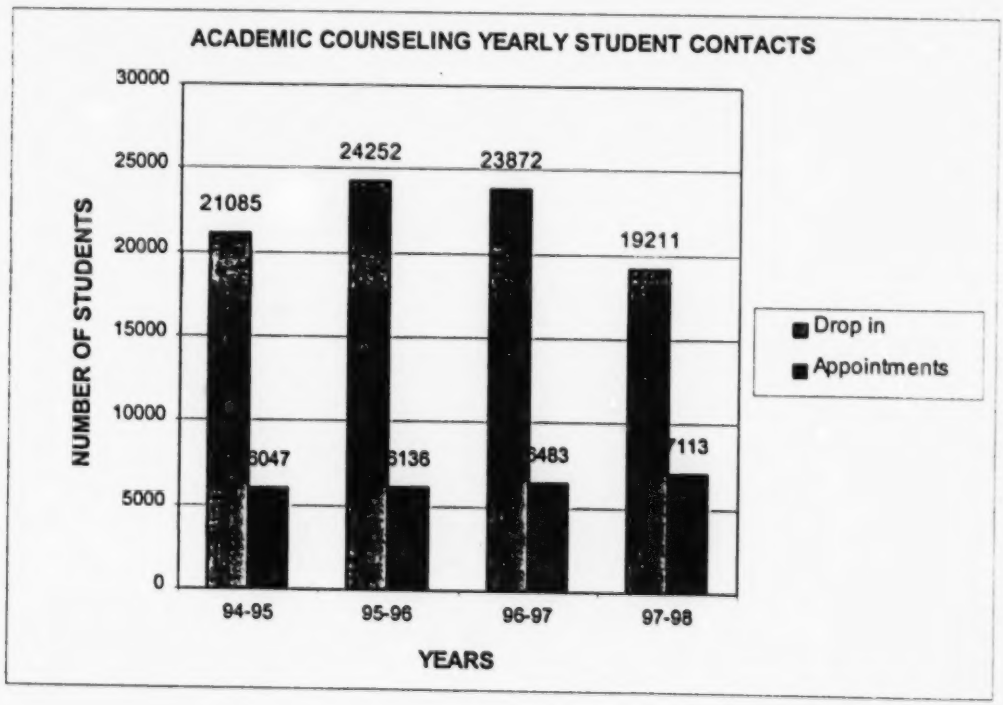
OVERVIEW

The Academic Counseling office provides comprehensive counseling and advising services to assist students in defining educational goals, developing student educational plans, dealing with situational stress and defining and clarifying decisions related to program completion and transfer. As one can infer from the statistics noted below, thousands of student contacts are made each year. Numerous delivery methods are employed to provide counseling services to students such as individual appointments, drop-in advisement, student development courses, academic success workshops, topical workshops, classroom visits and orientation sessions.

OBJECTIVES MET/ACCOMPLISHMENTS FOR AY 1997-98

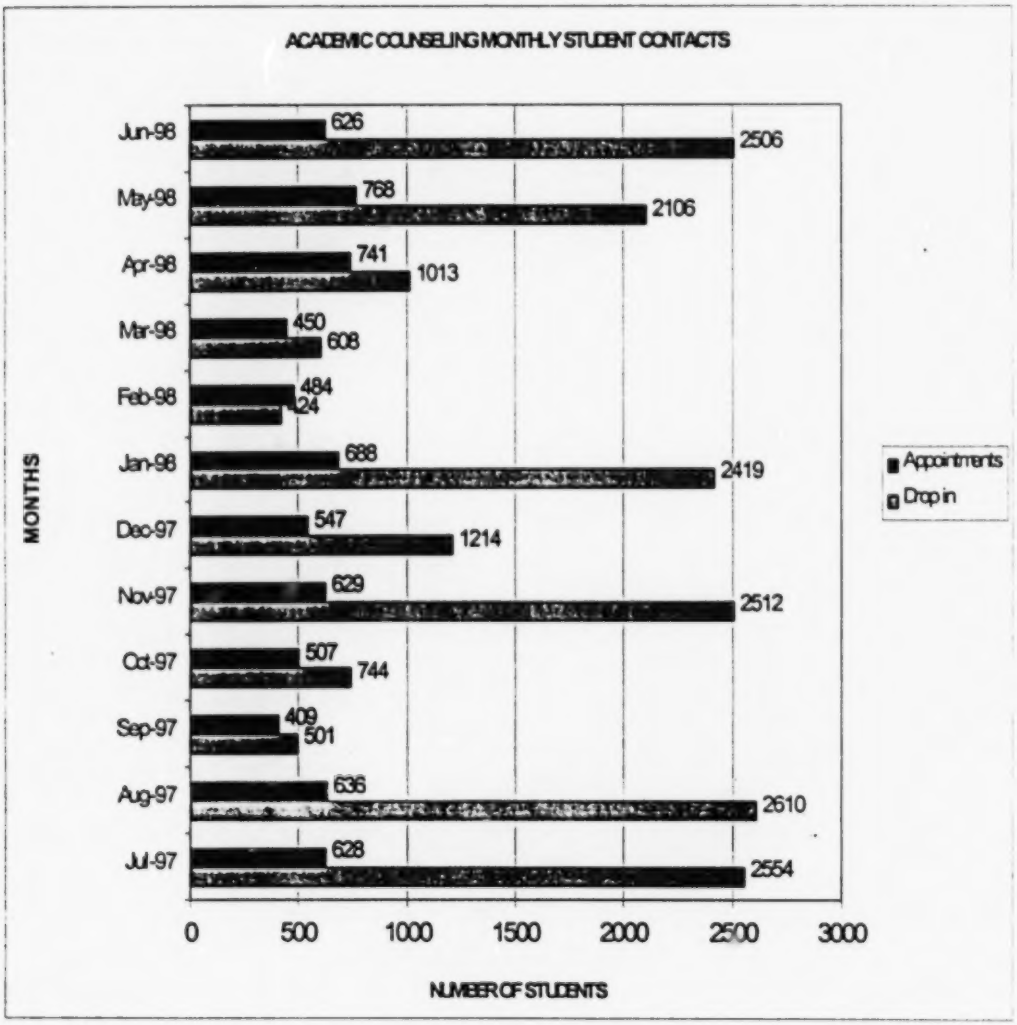
1. A program of staff development seminars and workshops for counseling staff was developed and implemented by the counseling faculty. Workshops were held on the following topics: Myers Briggs, Discover Career Counseling software, Eureka software, Use of Right Brain/Left Brain Theories in Counseling, and Student Success Classroom Strategies. These events were well attended and proved essential in providing an avenue for counseling faculty to keep updated regarding important counseling issues.

2. The entire Student Services facility was remodeled in June. Additional space was created for student reception and drop-in stations. The entire floor looks more professional and provides space that is more functional and welcoming for the students and staff.



3. The study list form used in advising students for enrollment was completely revised to accommodate the automated prerequisite check system.

4. A total of 16 Nursing Workshops were offered in the 1997-98 Fall, Spring and Summer terms. Attendance at these workshops averaged between 25 and 35 students. Many times at least half of the students attending the workshops were from other community colleges, which gave us a chance to encourage these students to attend GCC. These workshops have been successful in dispensing information that would be difficult to convey on an individual level to this volume of students.



5. 5,878 Student Education Plans were prepared to assist students in achieving progress toward their educational goals and program completion. This is an increase of 20% over last year.

6. Preliminary work was done to implement the Jump Start program for local area high schools. A special class schedule was developed and produced to attract high school students with incentives such as free parking. A survey of counselors and high school students was completed which provided a list of proposed class offerings.

7. Academic counselors offered 18 sections of Student Development 100 - College Orientation; 2 sections of Student Development 141 - Learning Skills; 2 sections of Student Development 144 - Academic Probation; 2 sections of Student Development 145 - Academic Success and 2 sections of Student Development 171 - Student Leadership.

8. Outreach and recruitment to local area high schools was provided by making regular visitations to school sites and attending college fair nights. A total of seven sections of Student Development 100, Orientation for College, were offered at Hoover High School and Daily High School.

9. As the charts above indicate, academic counseling continues to have a significant number of student contacts throughout the year. Over 7,000 individual student appointments were conducted while close to 20,000 student contacts were made on a drop-in basis.

10. Ninety classroom visitations were made to basic skills classes to inform students about academic program requirements, transfer options and counseling services available to students. This activity also served to increase dialogue with instructional divisions.

11. Monthly Academic Information Sessions were once again held which provide updated information to all college services division counselors. Frequent topics included instructional divisions, articulation information, and counseling uses of the Internet.

12. The Student Services unit, in cooperation with the Associated Students Organization, hosted a total of one hundred fifty 5th graders from Camino Grove and Lankershim Elementary Schools. The children toured the college and visited classes.

13. Initial planning and implementation was performed for the new School-to-Career Program. A full-time counselor was assigned and initial committee work was accomplished. Two Student Development courses were offered in the second Summer session.

14. A new Peer Mentor program was planned and developed by a small workgroup of counselors led by Troy Davis in Academic Counseling. The peers will assist with outreach and matriculation activities. We expect this new program to grow. Five students were hired in the Spring to inaugurate this program in the Fall 98 semester.

<u>GOALS FOR AY 1998-99</u>

1. Increase liaison with instructional divisions

2. Continue staff development workshops in the areas of technology, academic advisement, and Discover and Eureka programs.

3. Improve Internet WebPages

4. To continue to provide counseling class visits to inform students of services, counseling activities and significant information.
5. Develop information on majors and careers which is readily accessible to students in print, WEB and Kiosk format.
6. To more fully develop the School-to-Career and Jump Start programs.
7. Develop a Handbook for Student Athletes and an institutional policy ensuring that 2nd semester student athletes complete their placement tests.

ADULT RE-ENTRY PROGRAM

The Adult Re-Entry Program once again continues to serve the adult population with an exemplary program of academic, vocational and personal counseling. The program recorded 4,429 student contacts during 1997-1998 and there were 405 participants in the New Horizons/Single Parent Grant making a total of 4,835 served. This number is the ***highest*** recorded and accounted for in the 30-year history of the Adult Re-Entry Program. The ARC continues to maintain and provide new and returning students with the highest caliber of counseling services. The numbers increase each year with students in need of change, retraining (the welfare to work initiative has effected our population) and assistance with classes, SEP's and the direction to follow in their educational curriculum. The students are served with one-on-one professional Counseling sessions. The Center continues to have a positive image in the community and the Chancellors office in Sacramento recognizes Glendale College as one of the outstanding Re-Entry Centers in the state.

<u>Accomplishments of AY 1997-1998</u>

1. The Mentoring Program continues to grow each year as additional members of the Faculty and Staff serve as mentors to the Re-Entry Students. Members of AALTW also assist our Program, which was launched at Glendale Community College in 1989.
2. The New Horizons/Single Parent Grant ($60,000 yearly) provided textbook loans, supplies, bus passes and Counseling services to over 400 students this past year.
3. A new project entitled Step Ahead at YWCA has been added to counseling the women at the Shelter for battered women. This shelter is a transition home from the Crisis Center to independent living. Semi-monthly counseling services are given to these women to serve as a bridge from the shelter to college.
4. Student Educational Plans continue to be implemented with the students and the numbers increase yearly. This is a high priority in our area of College Services.
5. *Scholarships* are increasing each year with new Scholarships and retaining the former ones. This past year the program contributed 18 Scholarships - this is four additional ones from the prior year.

6. *Out Reach and Recruitmen*t continues with attendance at the Los Angeles Police Academy Career Day, along with the Career Center and Financial Aid, by distributing information about Glendale Community College to their Staff and Police Officers. Glendale College was one of 30 schools represented in this outreach.

7. ARC participated in Counselor to Counselor Day on GCC campus, CSU and UC Conferences, conducted Student SEP Workshops, presentations to the Visual and Performing Arts Division, Child Development Advisory Committee, Gender Equity High School Outreach Career Day, Women's Resource conference, Governor Pete Wilson's "Call to Action" conference, and participated in a seminar on counseling "Creative Non-traditional and Artist Clients".

8. Workshops are ongoing in coordination with the Career Center. Attendance has been excellent.

9. A new brochure for the Adult Re-Entry Center was prepared with assistance from the office of Public Information and it is ready for distribution.

10. "Aviation Awareness" day with the Division Chair of that department. The purpose was to communicate to the community how women can fit into non-traditional occupations and to spread awareness of our facilities at GCC and to generate interest in the Certificate programs.

11. A letter "Welcome to Glendale Community College-Adult Re-Entry Center" was sent to all new and returning students of the ARC program and a follow-up personal call was made.

<u>Goals for AY 1998-1999</u>

1. Continue to focus on recruitment, outreach and retention.

2. Increase the Scholarships again this year.

3. Develop an Advisory Committee, with participants from the faculty, staff and the community.

4. Continue to develop a closer liaison with the Career Center.

6. Contact corporations and businesses for recruitment. Continue our positive image in the Community.

7. Continue to make outreach and presentations to classrooms, as well as to the Visual and Performing Art Classes.

8. Develop a closer working relationship with the PACE Program by coordinating workshops with its director.

9. Develop more publicity regarding our services through PIO on and off campus.

10. Continue to have positive relationships with the instructional divisions.

11. Develop a closer working relationship with other schools.

12. Celebrate the 30th Anniversary of the Adult Re-Entry Program established in the fall of 1968.

CAREER CENTER

OVERVIEW

The Career Center staff is vigilant in maintaining a quality program, seeking greater efficiency of counselor time while utilizing high-technology in testing formats and computerized research tools. The Center's high performance, as judged by the past Matriculation Site Team, is due to the dedication and specialized efforts of the entire staff. Model career programs maintain their reputation by balancing innovation and 'the personal touch"of old fashioned, quality service. A variety of special presentations and events, workshops, new technology and software packages have been implemented this past year.

OBJECTIVES MET/ACCOMPLISHMENTS FOR AY 1997-98.

The Career Center team has completed an academic year with 10,507 student contacts, supporting faculty, staff and the ever expanding needs of the community. The past year could be titled "The Year of Innovation and Collaboration". The Career staff envisioned, planned and implemented a new format for "in-house" counselor development training. New workshops were directed toward community recruiting, student support and positive student retention outcomes. Specific career classes were integrated as part of the FYE/Trio grant and have also become high demand classes for a new high school focus, through the School-To-Career program.

1. "School-To-Career" High School Staff Training Site: The "Tech-Prep" program of years past has evolved into a new format to continue to address the career aspirations and needs of all students. Administrators, teachers, counselors, parents and students have become more invested in a practical link between education and the world of work. The Career Center has provided resources, training and leadership to high school staff introducing a possible "career pathways" program to facilitate students toward their occupational goals.

2. Demonstration Site For Innovative Career Software: Many high schools, community colleges and private industry continue to refer staff for a "hands-on" demonstration of high-tech career products. Due to staff networking in the community, the Center's staff was pleased to participate and demonstrate new software, career textbooks and other resources to counselors, guidance teachers and support staff from many high schools and community colleges in Southern California.

3. New Technology, Software and Equipment: The Center is faced with the on-going need to update hardware and software, in accordance with on-going expansion of testing instruments, software packages that require additional space and memory capabilities. The addition of a new computer and printer, through grants and the able leadership of Dr. Price, has allowed us to upgrade equipment. New computer software, trouble-shooting with new technology challenges, continues to keep our Program Assistant and support staff in contact with the Data Technology department.

4. Special Counselor "In-House" Training and Staff Development: A special note of appreciation to Dr. Price and Linda Serra who were supportive and willing to bring special speakers and experts to Glendale College. Special on-site conferences and presentations are cost-effective and save transportation and

hotel fees. Many professionals can profit from the staff development experience, as well as including staff who would otherwise not take the time to attend important and relevant training. Student Services staff, by the very nature of their unique job demands, require renewal, enrichment and specialized training.

5. Over 100 Workshops and Class Presentations: The networking among counselors and faculty and the sharing of information with students in group sessions, continues to be one of the most successful public relations techniques and information dissemination tools that the Center has implemented. Career Center counselors have increased their time-effectiveness with a greater student-to-counselor ratio. All divisions, academic programs and services have been visited. Over 100 presentations and workshops have been successfully completed over the last year. Many faculty members have added Career Center visits, resume writing workshops, assignments, research and career related oral or written reports to their class requirements.

6. High School Tours: The number of high school counselors and teachers who bring students on tours of the Career Center, has increased over the years. Vocational programs, such as Aviation, work together with career counselors as tour guides, to introduce students who would otherwise not know about the benefits of Glendale College. A warm welcome, a familiar face, as well as interesting displays on campus, have a powerful personal impact on students. The hands-on format of the Center allows students to explore and become aware of services.

7. Research and Professional Development: America is experiencing an excellent economy that produces many exciting new majors, job titles and opportunities. Keeping up with career trends and changes in the field are the prerequisites of being a career professional. The Internet, computerized career information, professional journals, daily papers and conferences are all imperative and necessary to counselor professionalism. Career projections and job summary updates have been written and disseminated to faculty, staff and students. The administration has been supportive of conference and staff development attendance and participation.

8. Service For Evening Students: The Career Center staff is appreciative of an evening, part-time clerk to help with the rapid growth of the evening student population. Evening career classes and appointments also require testing materials, computerized information demonstrations, help with research, scheduling of appointments and other clerical duties. A greater continuity and stability has been achieved, with less reliance on student workers.

9. Special Events, Professional Presentations, Recruiting and Outreach: Career Days on campus and participation in high school Career fairs have always been popular with high school students and faculty. The Career Center has traditionally sponsored and participated in a GCC Career Day in conjunction with vocational programs and campus tours. Many high schools have requested and appreciate guidance class presentation by a Glendale College Career Center counselor.

10. Teaching Faculty And Counselor Team Efforts: Workshops sponsored by the Career Center and other Student Service programs, such as the Mentor Program, facilitate a positive team spirit. These events allow many teaching faculty and counselors to speak to students about their favorite career topic or academic area of interest. Many events place teaching and counseling faculty together in a joint effort to enlighten and encourage students. Women's History Month is always an opportunity to speak to classes about women and career issues. Senate and other committee meetings present opportunities for positive networking.

11. Intern Supervision: The Career Center is always willing to share specialized testing, procedures and training with Masters' level fieldwork and intern students. The GCC Career Center is a preferred training site for many universities and colleges in the area. The counseling staff averages about four to six interns over the course of an academic year.

12. Advisory Meetings and Campus Committees: The Career Center staff is active in various vocational program advisory meetings. The *Matriculation Committee* has jurisdiction over many of the matters that impact career and academic counseling. Progress has been made in the area of orientation of new students, "at-risk" populations and students who are undecided as to a college major. A new "Student Success" Orientation Handbook, under the leadership of Dr. Price, Career Center counselors and support staff, has been implemented with great success for both counselor and students.

<u>GOALS</u>

1. Specific career classes and workshops will be planned and implemented to provide career counseling and informational resources, to meet the special needs of both the *FYE (Freshmen Year Experience* Grant) students and "School-To-Career' program.

2. The Career Center staff will continue to present new ideas, formats and topics in an attempt to cross train new counseling staff and other academic counselors in the value and use of testing instruments, interactive and computerized information systems and other career related materials.

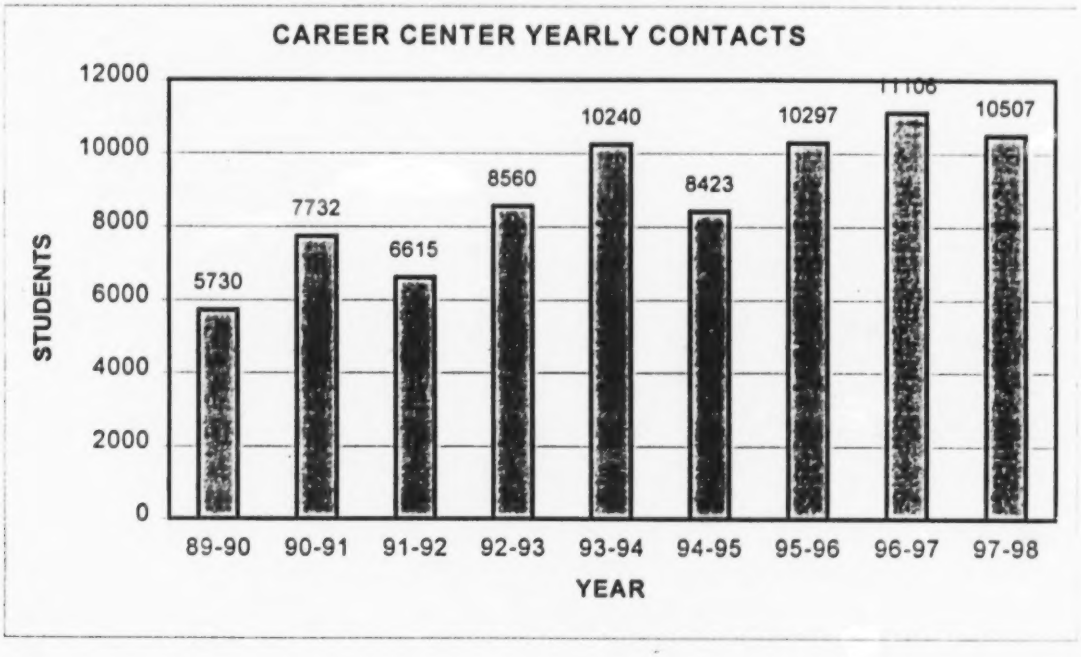
3. The Career Center staff will continue to seek ways to upgrade and expand the hardware and software capabilities of its computerized information systems, in order to provide current and accurate career information to students, faculty and community members.

4. Career Workshop and group presentations will continue to be provided, in order to disseminate career, job search and academic information to a greater number of students with increased counselor efficiency.

5. Career counselors will continue to offer leadership in upgrading and enhancing our Orientation Workshops. This "Orientation Package" will continue to provide incoming students with helpful information and a resource guide that can also be used for "Student Success Workshops" for high-risk students.

6. The Career Center coordinator and staff will work together with local high school guidance and counseling faculty, to continue to provide tours, career training, as well as advice on career materials.

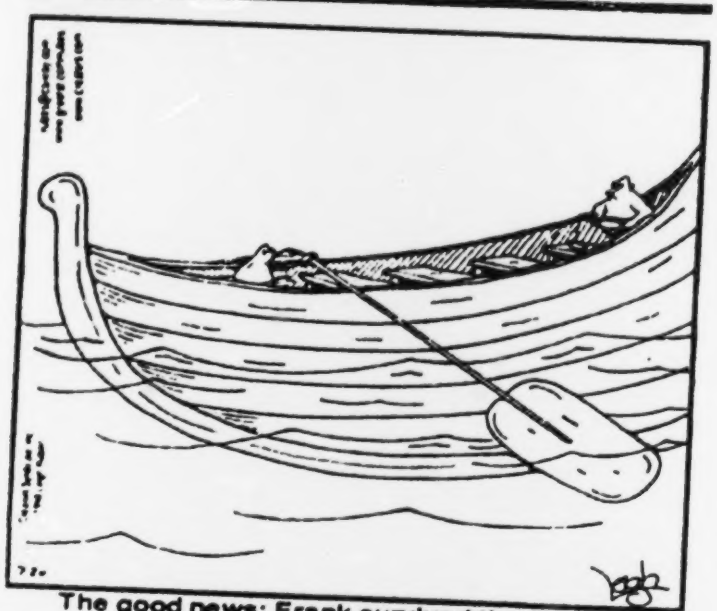
7. Career Center counselors will continue to expand avenues that would provide instructional faculty with career and job search ideas, that encourage students to use the Career Center as a resource for class projects and class assignments.
8. The Career Center staff, in conjunction with Scot Spicer, will develop a questionnaire that will give appropriate feedback to staff about student satisfaction, current services and student suggestions for improvement of services. (Per the suggestions of Program Review and the Self-Study Committee for Accreditation.)
9. The Career Center Coordinator will continue to provide written "career summaries" or up-dated career and job trend information. (Per the request of students, faculty and community members have requested brief summaries that relate to future job opportunities and other professional and vocational issues on the career horizon.)
10. The Career Center will seek additional opportunities to work with the Adult Re-Entry, Job Placement and EOPS, to support and encourage students who need the services of the Career Center.



REALITY CHECK

YOUNG DR FRANKENSTEIN:
YOUR SCORE SUGGESTS THAT YOU WOULD REALLY ENJOY WORKING WITH PEOPLE...
VOCATIONAL COUNSELOR
© 1998 UFS, Inc.

RUBES



The good news: Frank survived the massive company layoffs. The bad news: His workload substantially increased.

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INTERNATIONAL STUDENTS

Overview

The International Students Program provides services to over 500 F-1 visa students. 1.5 counselors, an International Student Technician, a receptionist, a recruitment consultant and two student workers staff the program. A complete range of services are offered to students including academic, personal and vocational counseling, assistance with immigration issues, some housing assistance, a day-long orientation program at entry, and orientation classes. A complete range of co-curricular activities is sponsored by the International Students Office and International Student Club. These activities include field trips, welcome receptions, formal dances, a week-long World Culture week, and observance of United Nations Day. A scholarship program has also been established in recent years.

OBJECTIVES MET / ACCOMPLISHMENTS FOR AY 1997-98

1. The enrollment of F-1 visa students at the college continued to grow. The enrollment for the Fall 1997 semester was 473, an increase of 20 students over last fall. In the Spring 1998 semester, a total of 505 students were enrolled, an increase of 50 students over last spring. 270 students were enrolled for the summer 1998 session, which is an increase of 21 students. This represents a 12% increase in enrollment over last year.
2. Groups of students from area language schools such as FLS Alhambra, FLS Glendora, and OSULA Studio City were hosted for tours of the campus and a luncheon or reception. Over 100 potential students visited the campus this year.
3. Faculty and students from Tokyo Communication Arts schools toured the campus on three separate occasions.
4. Extensive work in building relationships with area language schools was continued this year. Visits were made by staff to the following schools: ELS-U.C. Riverside, American English Academy, Osaka Sangyo University L.A., TLI-The Language Institute, ELS-Santa Monica, Rosemead College of English, Mid-Wilshire Adult School, FLS Language Center- Pasadena, ACLP-Cal State, Diversified Language Institute, and Kaplan School.
5. The new "Adopt a New International Student" program that was developed and planned for last year was inaugurated in the Fall 1997 semester. This peer advisement program is growing with many new volunteer mentors.
6. Eight international students received scholarships through the International Student Association.
7. Social and cultural events included a Welcome Hour in Fall and Spring, a once a month social hour, an Open House, United Nations Observance Day held in October a Thanksgiving dinner dance in November, a Spring formal dinner dance, a trip to Catalina Island, and an International week of events.
8. Approximately 43 international students completed their AA(22), AS (11) degrees or certificates (10).

9. Workshops were conducted with 150 students attending to assist them in complying with income tax reporting required of international students by Immigration.

10. An international student Transfer Day was co-sponsored with the Transfer Center. University representatives explained their programs and admission requirements to international students.

11. The International Student Office mailed 2,200 applications to respond to written requests and gave out over 1,000 applications to visitors to the Office. 486 completed applications for admission were processed.

12. This program generated an income of over $1,736,000 last year. This figure includes ONLY tuition costs.

13. Recruitment trips were made to the continents of South America and Europe to expand the visibility of Glendale Community College and increase the diversity of the international student population. The fairs were organized by Study USA and Nexus. These fairs had thousands of prospective students and parents in attendance.

14. Ads and informational pages featuring GCC were placed in the following international publications: Study in the USA, Nexus World of Study, Peterson's Guide, IES, and ELS Language Centers. The International Student Program brochure was updated and reprinted.

15. A new International Student application was developed and printed on campus. The new application contains an application checklist and information on college majors. The ability to print this application on campus not only saves printing funds, it allows for more flexibility.

16. Eight sections of Student Development 103, Orientation for International Students, were offered. These classes serve to provide valuable information to new international students.

17. Osaka Sangyo University in Osaka, Japan, hosted the president of the college. A number of activities this year served to strengthen ties with our sister institution.

<u>Goals</u>

1. To revise and update filing system of international student records.
2. To continue to strengthen international student recruitment.
3. To explore the expansion of the scholarship program to include new students.
4. Expand the college employment program for international students.
5. To expand counseling efforts to retain students.
6. To increase student participation in the "Adopt A Student" program.

JOB PLACEMENT CENTER

Overview

The purpose of Student Employment Services is to provide ongoing assistance to all GCC students and graduates in their search for on- and off-campus employment. Student Employment is located in the Job Placement Center; it provides part-time on-campus positions to currently enrolled students and also assistance to students and alumni in finding off-campus employment. In addition to referring students to on- and off-campus employers, the staff provides assistance with resume preparation, interviewing skills, and general job search techniques.

The Student Employment Services web page <www.glendale.cc.ca.us/jobplace/> contains general information about our program and valuable suggestions to assist the students in their job search. Our site was visited over 2,000 times between September 4, and May 31, 1998. Our records indicate that 423 of the students in our database have Internet access at home or workplace. However, any student may access our job listings in the Internet through the Library computers.

The total student contacts this year was 12,772; 1,499 for on-campus services and 11,273 for off-campus services.

Off-Campus Employment Services

We received 11,282 job opportunities through our association with JOBTRAK. These jobs range from part-time entry level positions to full-time positions. We received many full-time career positions and our alumni continue making use of our services. These jobs are posted on the job boards located just outside the office and are also published on the Internet. In order to reach more students with the required qualifications and interests, we sent copies of many job announcements to faculty members to share with their students.

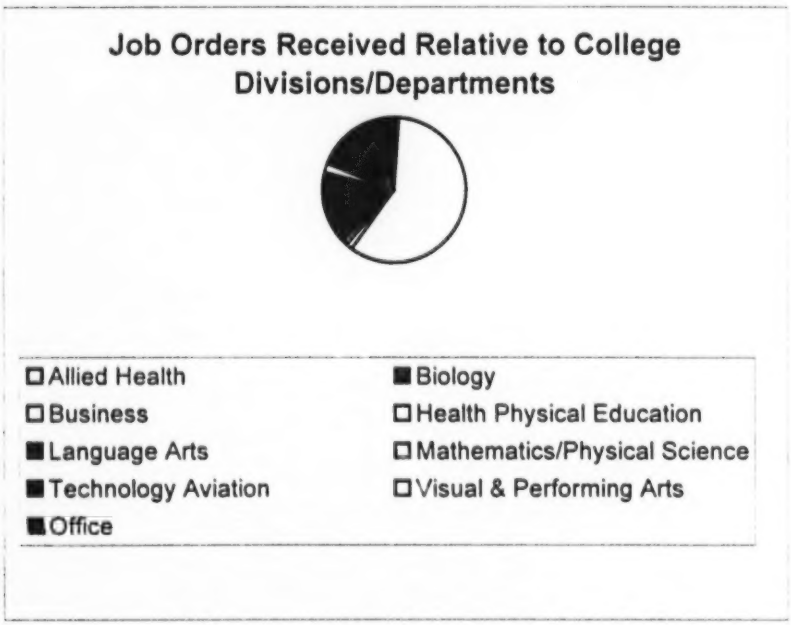
The Center maintains files of current federal, state, and local governments, school districts, private industry, and non-profit organizations' job opportunities that we receive through the mail. These files are available to the students upon request.

This year we arranged for 40 on-campus recruiting sessions. The recruiters came from 3D Soft Internet Solutions, Avon, Bank of America, Home Savings, Integrated Computer Software, Mervyns, Robinson-May, RPS, Sears, the Armed Forces, UPS and Utility Service Alliance. In cooperation with EDD, we facilitated recruitment for KCET, Wells Fargo, Culver Group, Universal Studios, Burger King, Bank of America, Costco, Red Carpet Liquors and United Air.

Our active student database contains 3,905 student applications, an increase of 805 over the prior year. We provided the students with 28,700 referrals which are printed on our own recycled paper. Students are pleased that we use recycled paper and are happy we are helping the environment by conserving resources. They continued making use of the faxing services we offer for a nominal fee of 50 cents per resume or 3 for a dollar. This year over 1400 resumes were faxed from our office. The students are very pleased with this service because of its accessibility and low cost.

Upon request, the students were provided with one on one assistance with interviews, resumes, cover letters, and any other job search needs they had. We also instructed students in the use of the Internet as a job search tool, including our web site.

Job Orders Related to Academic Areas	Total
Allied Health	60
Biology	44
Business	4679
Business Office Technology	1529
Health Physical Education	93
Language Arts	6
Mathematics/Physical Science	84
Technology Aviation	1299
Visual & Performing Arts	161
	7955

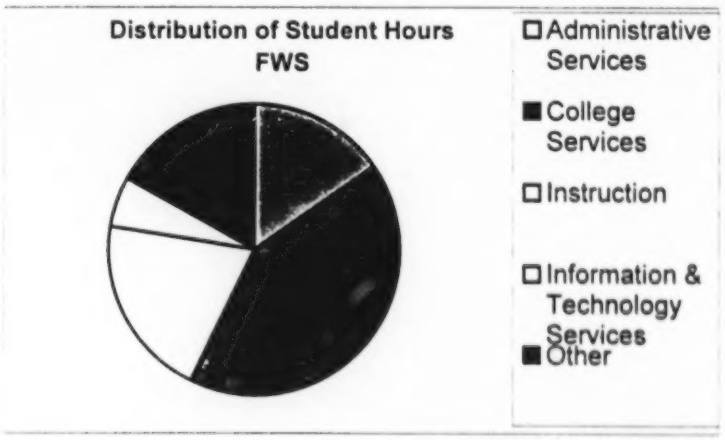


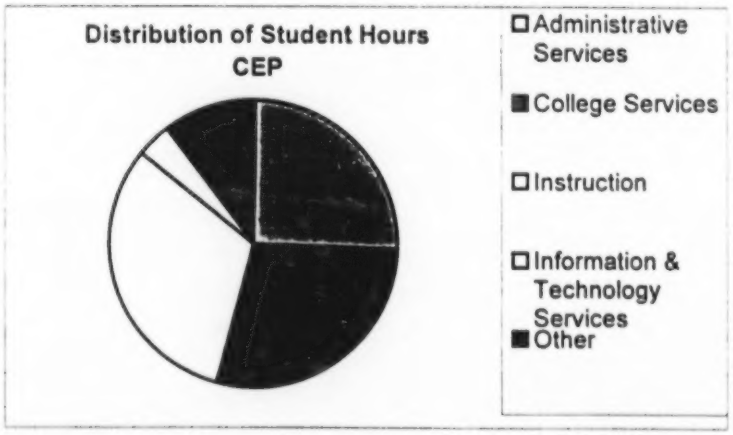
On-Campus Employment

Students provided 174,316 work hours during 1997-98 an increase of 30,358 hours (22%) over the prior year, and earned a total of $970,403. The College employed 920 students as tutors, support for staff and faculty, service providers to other students, campus police and cafeteria workers. As always, the students' demand for work was higher than available jobs.

Distribution of Student Hours by College Areas and Funding Sources

	FWS		CEP	
College Areas	Hours	Dollars	Hours	Dollars
Administrative Services	10,243.37	52,885.01	16,062.00	123,264.78
College Services	27,444.08	141,191.37	17,137.34	87,984.78
Instruction	13,576.52	70,552.84	19,665.71	102,643.16
Information & Technology Services	3,739.00	19,240.62	2,344.00	12,037.44
Other	11,113.46	57,096.13	6,295.08	28,711.51
Total	66,116.42	340,965.97	61,504.13	354,641.67





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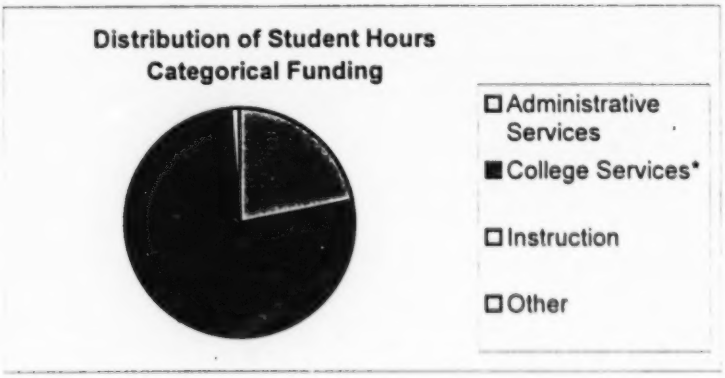
Categorical Funding

College Areas	Hours	Dollars
Administrative Services	10,202.42	81,193.41
College Services*	35,921.24	190,670.90
Instruction	13.75	70.81
Other	558.75	2,860.31
Total	46,696.16	274,795.43



*Includes 5,726.75 EOPS Work Study hours that were used in the Physics Computer Lab, AIS, Purchasing, Facilities, English Division, Student Activities, Fine Arts, Financial Aid, Child Development Center, Cafeteria, Citizenship Center, Computer Center, Disabled Student Center, Duplicating, English Lab, EOPS Office, Library, Physical Education, Photography, Tutorial, Volunteer and Learning Center, Food Management, and the Music Lab.

Each month we processed and approved for payment an excess of 500 time sheets. Student earnings and hours worked per week were monitored for compliance with Federal and College regulations. Departmental expenditures for students assistants were monitored and the Student Employment Program ended the year within budget constraints.

Students were referred to faculty and staff throughout the college. Students hired to work on campus had the opportunity to gain valuable hands-on experience. Several new sites have been approved for student workers: The new Open Lab in the San Gabriel building, the Process Engineering program, the Fitness Center, and the Help Desk.

We worked with the College CALWORKS office and employed 25 students on campus under that program. The students worked in the Fitness Center, Citizenship Center, ESL division, Supplemental Instruction, Tutorial and Assessment centers, Library, Admissions and Records, Facilities, Research and Planning, Duplicating, Cafeteria, Fine Arts and the Ready to Read program

Accomplishment for AY 1997-1998

1. Continued working with the business community and with JOBTRAK to provide job opportunities for GCC students and graduates In addition to the 11,282 job announcements, received through JOBTRAK, we also provided hundreds of announcements from government entities and non-profit organizations The latter are not posted on bulletin boards but kept in binders in the office and are available to students upon request.
2. Provided 28,700 job referrals to students and advised them on how to conduct their job search.
3. Attended Vocational Advisory Committees to inform instructors and division chairs about employment trends and job requirements and to learn from employers their basic job requirements.
4. Worked closely with the Career Center staff to assist students regarding resume preparation and interview techniques.
5. Faxed 1,439 resumes with cover letters on behalf of our students and alumni.
6. Total student contacts (off-campus referrals and on-campus hiring) was 12,772.
7. Student Assistants earned $970,403 and contributed 174,316 work hours to the College through a combination of Federal and District work study programs.
8. Determined students' eligibility to work in the U.S. and maintained students' personnel files in compliance with Federal law.
9. Purchased a brand new copy machine with moneys earned from our association with JOBTRAK.
10. Worked with the College CALWORKS office to place student workers on campus.

Goals for AY 1998-99:

1 To continue working with the business community to provide GCC students and graduates access to job opportunities.
2. To assist students and alumni in their job search.
3. To offer an avenue for students to stay in school by providing employment opportunities both on- and off-campus. To assist foreign students that are experiencing financial problems due to the crisis in some parts of Asia.
4. To work with Administrators, Division Chairs, and Department Managers to attain the most effective use of student assistants within budget constraints.

5 To hire Federal Work Study students and monitor their earnings to comply with Federal guidelines.

6 To hire students who do not qualify for Federal Work Study but could benefit from the experience of working on campus.

7. To facilitate on-campus recruitment.
8. To assist on-campus employers in the hiring/supervision of student assistants.
9. To work with Career Center staff and counselors to provide job search tools to students.
10. To continue working with the College CALWORKS office to employ our students in the Welfare- to-Work transition.

MATRICULATION

Overview

Matriculation is a process that is comprised of eight components. The components include admissions, assessment, orientation, counseling, follow-up, coordination and training, research and evaluation and prerequisites.

OBJECTIVES MET/ACCOMPLISHMENTS FOR ACADEMIC YEAR 1997-98

1. A new Peer Mentor program was planned and developed by a small workgroup of counselors led by Troy Davis of Academic Counseling. The peers will assist with outreach and matriculation activities. We expect this new program to grow. Five students were hired in the Spring to inaugurate this program in the Fall 98 semester.
2. Five kiosk workstations were installed on campus during the Fall semester. Students can now access their grade reports, class schedule, book list and financial aid status, as well as general college information. Phase II programming to add assessment scores, campus events, directories have been planned. Planning continues to locate two kiosks at off campus locations.
3. A new orientation workbook was created for use at new student orientations and student development classes. A new self-paced orientation software program is currently being developed to compliment the workbook.
4. Orientations were offered in varied formats to accommodate student's needs and schedules. Orientations were offered at local high schools, orientation was offered prior to scheduled ESL and Math assessments, and counselors offered 1 hour orientation advisement sessions. A little over 2,000 students attended one of the orientation workshop formats. Attendance at the 1 hour orientation/advisement sessions increased due to a postcard mailing to all new applicants.
5. The matriculation committee met on a monthly basis throughout the school year and began working on responding to site visit recommendations.
6. Preparations to continue the matriculation newsletter were made with a number of contributing authors. Publication was scheduled for August 1998 to coincide with the opening of school. Featured articles included Non-Credit Matriculation, New Peer Mentor Program, Kiosk Update, Use of the Health Center and College Priorities.
7. 5,878 Student Educational Plans were prepared for students in Academic Counseling.
8. Funding for non-credit matriculation services became available in February. The college wrote and submitted a non-credit matriculation plan to the Chancellor's Office. The college's matriculation coordinator served on the statewide task force for non-credit matriculation which developed the funding formula and initial set of regulations.
9. A number of services were provided as part of the follow-up component. More than 90 class visits were made to basic skills classes. Numerous workshops were offered to students who listed "undecided" as their major. Undecided students were also contacted by letter and invited to participate in a range of

career services. Academic success workshops were offered to students on academic progress probation. College research has shown these sessions to be significant to improving student performance.

10. The matriculation coordinator chaired the Student Services Standard for Accreditation. An extensive report was prepared by the committee for inclusion in the Accreditation Report.

11. A request was prepared for unused matriculation funds to the Chancellor's Office. The request was to enhance orientation services and provide seed funding for the Peer Mentor Program. The college received an additional $5,000 for matriculation.

GOALS

1. To continue to address recommendations made in the Matriculation Technical Assistance Report.

2. Further expand the non-credit matriculation process and write a second year plan.

3. Complete Phase II programming for the Student Information Kiosk System.

4. To implement the new orientation software program.

5. To develop a plan to streamline services for new students.

TRANSFER CENTER

Accomplishments 1997 - 98

The Transfer Center's accomplishments for the 1997-1998 school year can be noted in multiple areas.

The Center had approximately 8,200 student contacts and provided a large array of services from university advisement to application workshops, articulation information, catalogs, and many other resources related to the transfer process and opportunities.

The "Transfer Day" fairs -- two in November, two in April -- were very successful events due to the large number of universities represented as well as an increase in our students' interest in transferring.

The Transfer Center has continued to rank as one of the top transfer institutions to UCLA for the Fall '98 admissions (the only available statistics at this time).

COLLEGE	APPLICANTS	ADMITS	% OF ADMITS	#TC STUDENTS	% TC STUDENTS
EL CAMINO COLLEGE	236	116	49%	23	10%
GLENDALE COMM.COLLEGE	198	102	52%	81	41%
L. A. PIERCE COLLEGE	181	78	43%	63	35%
ORANGE COAST COLLEGE	307	129	42%	88	29%
PASADENA CITY COLLEGE	291	139	48%	38	13%
SANTA MONICA COLLEGE	914	476	48%	213	23%

Table 1. UCLA Undergraduate Admissions by Selected Colleges for Fall 1998

As seen in Table 1, UCLA admitted 52% of GCC applicants compared to El Camino's 49%, Pasadena and Santa Monica 48%.

Glendale Community College Transfer Center along with seven other Los Angeles community colleges (El Camino, Santa Monica, L.A. Trade Tech, L.A. City College, Pasadena, L.A. Southwest, and Compton) was instrumental in writing for and receiving a grant from the Chancellor's Office that will provide free airplane transportation for students to visit Northern California universities. Included in this tour are UC Berkeley and Davis, University of San Francisco, as well as San Francisco State University.

The Transfer Center staff planned and coordinated the "Counselor to Counselor Day" on March 13, 1998. The purpose of this event was to present high school counselors in the Glendale/Los Angeles/Burbank, San Fernando, and San Gabriel Valleys the wide spectrum of programs Glendale College offers. More than 50 high school counselors participated at this very informative conference and we received positive the feedback.

Through the "Links" grant we were able to visit even more university campuses: Occidental College, UCLA, U.C. Irvine, Santa Barbara, San Diego, Mt. St. Mary's College, CSU Northridge, Los Angeles, and Cal Poly Pomona.

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The Transfer Center coordinator continued to be the faculty advisor for the OHLE club (Organization for Latinos in Higher Education) and made presentations on transfer issues to other clubs as well.

Additionally, she participated in several governance committees including Program Review, Sabbatical Leave, Health and Welfare, Guild Executive, AMP, Math hiring committee. Off-campus, she is part of the CSUN Advisory Committee, L.A.R.I.A.B. and the Transfer Center Directors Association.

The Transfer Center has been remodeled and now provides more space and resources for students to access transfer information. We were awarded an ASGCC grant to set up a computer station for students to access internet resources as universities web sites, financial aid and scholarships, articulation agreements, etc.

A team of outreach advisors from UCLA and the Transfer Center staff sponsored the first orientation/reception for the Glendale College students accepted at UCLA this Fall. It was a very informative session (fun also) about the transition process from GCC to the university.

Similarly successful and greatly appreciated by the students were the workshops organized in collaboration with other universities like "Transfer Issues for the International Students".

The Transfer Center offered Fall '98 application workshops three times a week from mid October throughout November of 1997 and additional workshops in July and August for the Winter/Spring '99 applications. Our most popular universities like UCLA and USC also continued to offer one-hour workshops as a regular part of their visits. This proved to be a very successful and mostly effective use of their scheduled visits. During these sessions, students and representatives were able to communicate extensively on the different aspects of the admission process at these competitive universities.

STATISTICS

Our outreach efforts have paid off, and as a result, the number of students using the Transfer Center in the past academic year increased by approximately another 20% following the trend seen in the previous years.

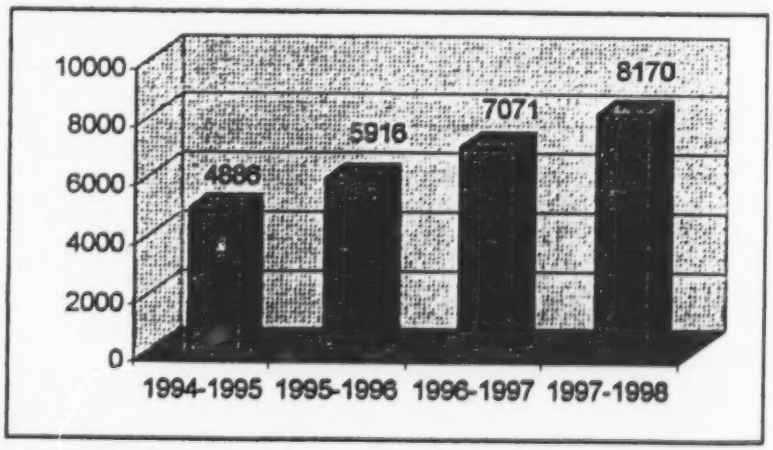

Chart 1. 1994-1998 Comparison of Transfer Center Student Count

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We have also noticed a steady increase in the number of students making appointments to see the Transfer Center coordinator/counselor and the university representatives. As mentioned before, more universities have set up appointments in our center and their visits were more frequent.

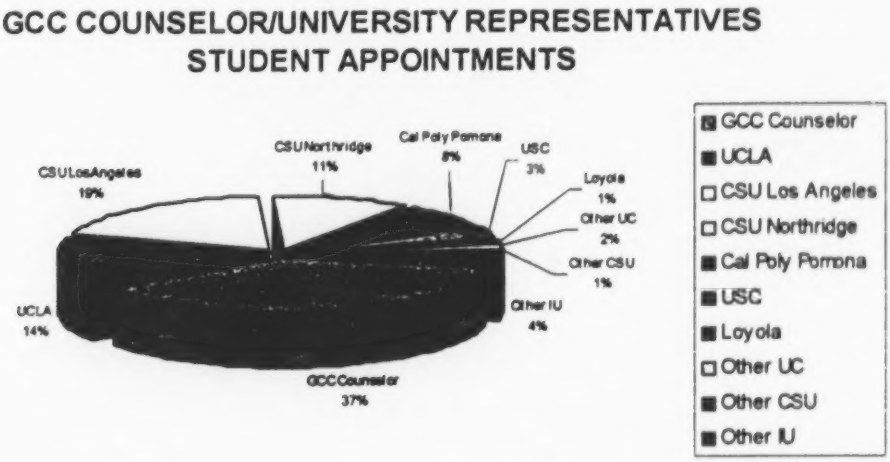

Chart 2. Transfer Center Appointment Profile

We have continued our outreach efforts toward students from under-represented groups and we are observing a constant increase in their interest in transfer. These groups include Chicano, Latino, African-American, and especially this year, American-Indian.

ETHNICITY	PERCENTAGE
AFRICAN-AMERICAN/BLACK	2%
AMERICAN-INDIAN	1%
ARMENIAN/MIDDLE EASTERN	26%
ASIAN/PACIFIC ISLANDER	21%
CAUCASIAN	23%
CHICANO/MEXICAN	9%
FILIPINO	5%
LATINO	13%
OTHER	1%
TOTAL	100%

Table 2. 97-98 Transfer Ctr. Student Ethnicity

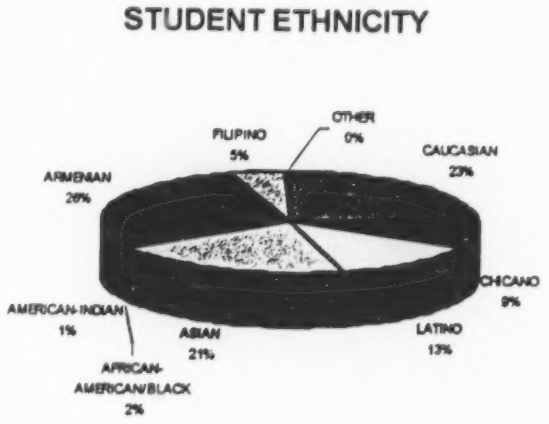

Chart 3. 97-98 Transfer Ctr. Ethnicity Profile

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As noticed in the following chart, representation from different ethnic groups in the transfer process remained about the same compared to last year and constitutes a reflection of the college population.

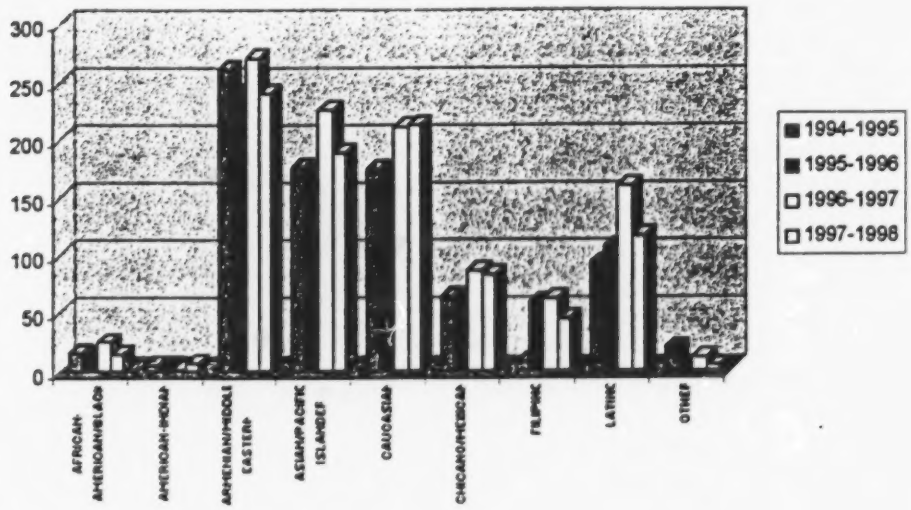

Chart 4. Transfer Center Student Ethnicity Comparison for 1994-1998

OBJECTIVES FOR THE 1998-1999 ACADEMIC YEAR

1. Continue to expand our relationship with instructional faculty by visiting more classrooms and inviting more university representatives to participate.
2. Expand our university visits to include schools like U.C. Berkeley, U.C. Davis, San Francisco State, as well as continue to visit other Southern California campuses.
3. Bring more major specific programs and universities to speak to our students. We are planning to have presentations from Art schools, Business and Engineering programs, Law and Medical schools.
4. Update our instructional equipment and software resources to permit an effective use of all available transfer information on the internet. Complete work on the Transfer Center website.
5. Expand and diversify our outreach activities to expose more under-represented students to the transfer opportunities and to engage them in the transfer process.

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